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ABSTRACT

Fifteen major concepts form the basis of the New York State schools K-12 social studies program. They are: (1) change, (2) choice, (3) citizenship, (4) culture, (5) diversity, (6) empathy, (7) environment, (8) human rights, (9) identity, (10) interdependence, (11) justice, (12) political system, (13) power, (14) scarcity, and (15) technology. The course content for seventh and eighth grade social studies is coordinated with major concepts and model activities and divided into 15 major units covering the time period of pre-1500 to post World War II. Unit one discusses the global heritage of the U.S. people prior to 1500. The European exploration and colonization of the United States are presented in unit two. The creation of the nation is the focus of unit three. Unit four discusses the formation of the new government. Life from the Revolutionary War to the Civil War is the subject of unit five. Unit six discusses events of the Civil War. The industrialization of the United States is the topic of unit seven. Unit eight describes the expansion of the United States into a global power. The period between World War I and II is described in unit nine. Unit ten develops the causes for World War II and its consequences. The changing nature of the U.S. people from World War II to the present is outlined in unit eleven. Unit twelve presents citizenship in today's world. Methods for integrating students with handicapping conditions are appended. (SM)

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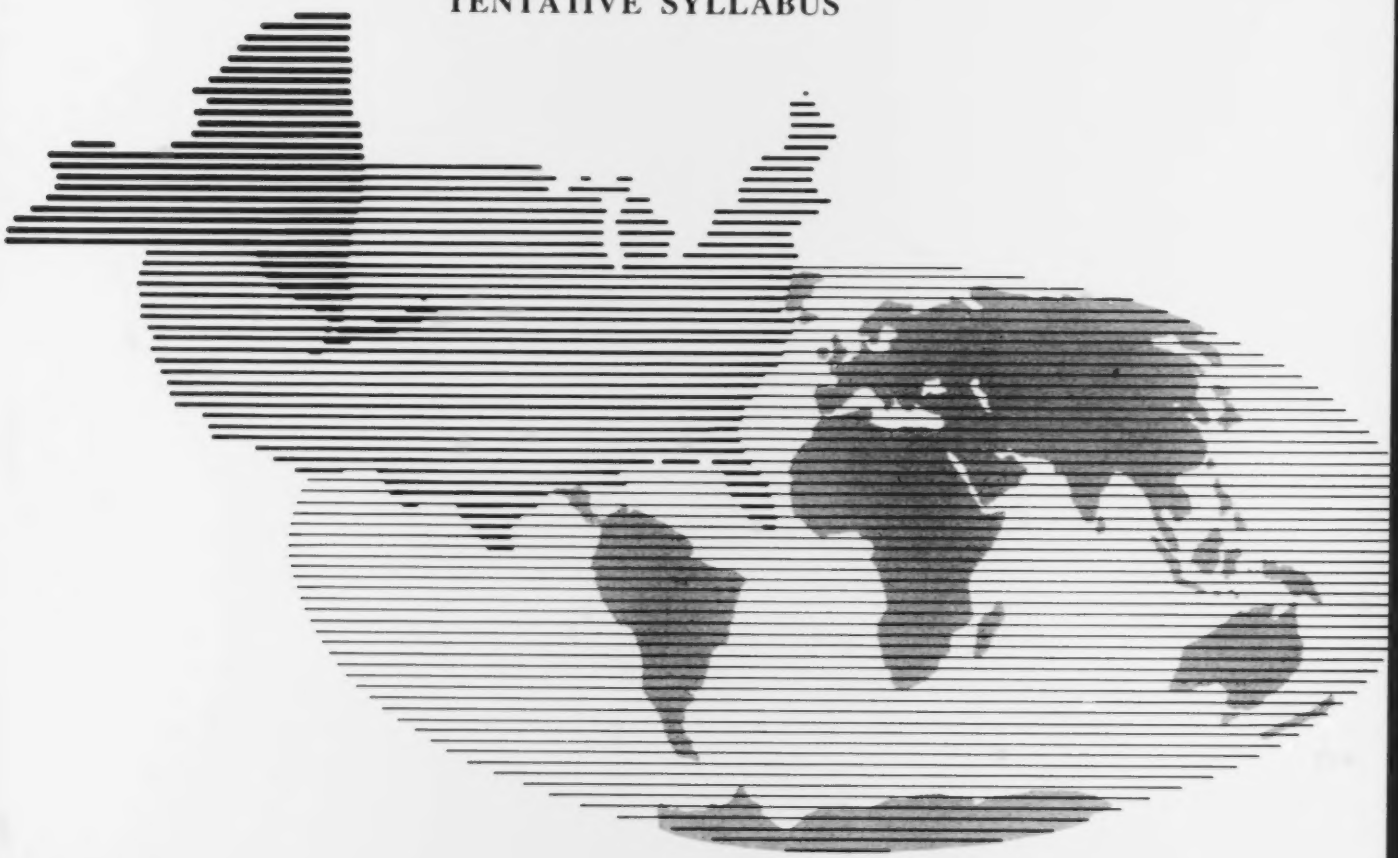
Social Studies

United States and New York State History

TENTATIVE SYLLABUS



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FROM: Edward T. Lalor, Director, Division for Program Development

Charles J. Trupia, Director, Division of General Education

This publication Social Studies 7-8: United States and New York State History is a tentative version of the new syllabus for New York State schools. This syllabus has been revised based upon a Statewide field test and other reviews of the original field test version. It is labelled tentative because some aspects of the review process have not been completed. However, this syllabus should be used as the State syllabus for this course until a final version of the syllabus is produced and distributed.

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Foreword

This syllabus results from a process of curriculum revision which began in 1980 with the development of a plan to revise the State's secondary (7-12) social studies curriculum. The State curriculum in effect at that time had been developed in the 1960s. The State Education Department felt that work should begin on the development of a new curriculum which could take into account the many changes that had occurred since the 1960s and which would address the new priorities for social studies that had been identified since then.

During the 1980-81 school year, through the use of a general survey of all school districts in the State and a series of regional conferences, the Department further identified the priorities for a revised social studies curriculum. These steps began the process which eventually resulted in this syllabus. Also included in this process was the development of a discussion paper which outlined the significant factors that should be considered in the revision. After receiving reactions to this discussion paper from a wide sampling of groups and individuals concerned with social studies education, the State Education Department assembled a group of social studies professionals to develop a proposed framework for a secondary social studies program.

The proposed framework was subjected to review by social studies teachers and supervisors, by academics representing the social science disciplines, and by interested public groups. As a result of this review, the proposed framework was revised extensively. This revised framework was used as the basis for writing the grade level syllabi for the new curriculum.

The Board of Regents of the University of the State of New York has given approval to the overall revision project and has reviewed progress at various stages of the revision.

In 1984, the Board of Regents adopted the Regents Action Plan for Elementary, Secondary and Continuing Education. This Plan had a major impact upon the revision of the secondary social studies curriculum. The Regents Action Plan established new examination requirements in social studies which were incorporated into the revision process. The Plan also established a requirement for a fourth unit of social studies in the senior high school program. This mandate called for a semester course in participation in government and a semester course in economics in the fourth year of high school social studies.

Many people were involved in the overall revision process of the 7-12 social studies curriculum. The total number of people who participated in some way is in the thousands. Obviously, it is not possible to acknowledge the contribution of each of these persons. However, the Department would like to recognize the contributions of those who had a significant role in the revision process. Titles and positions listed are those which were appropriate at the time of the person's involvement in the curriculum development process.

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New York State Social Studies Supervisory Association

New York State Council on Social Education

Association of American Geographers

National Council for Geographic Education

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Sachem Central Schools
St. Joseph's School, Croton Falls
Salater Akiba Riverdale Academy, Bronx
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Seton High School, Binghamton
Shulamith High School for Girls, Brooklyn
Sidney Central Schools
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White Plains City Schools
Yeshiva University High School, Manhattan
Yonkers City Schools
Yorkshire-Pioneer Central Schools

Writers, consultants, and reviewers for this syllabus are identified in the Introduction on page 25-26.

The 7-12 social studies curriculum revision was completed under the direction of Donald H. Bragaw, Chief, Bureau of Social Studies Education. Kenneth Wade, Associate in the Bureau of Social Studies Education, served as project coordinator. Assistance in all stages of the revision was given by Norman Abramowitz, Coe Dexter, Jack Hotchkiss (retired), Judy Wooster and Michael Fischer, Associates, Bureau of Social Studies Education. George Gregory, Associate, Bureau of Curriculum Development, assisted in the development of the material and prepared it for printing. This syllabus was also reviewed by the Office for Education of Children with Handicapping Conditions for inclusion of information about and awareness of students with handicapping conditions.

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Introduction:

How To Use The Social Studies Syllabus, 7-12

This syllabus is meant to be used by school district administrators and teachers in developing their local social studies curriculum. The syllabus is a guide to curriculum development. It is a statement of the goals and objectives of the State social studies program. It is not meant to offer day-to-day lesson plans. Rather, it should be used by administrators and teachers as a guide to the selection of strategies and materials to achieve these goals and objectives. Local and regional curriculum development efforts should be directed toward those ends while making adaptations which meet local needs and goals.

The principles of a democratic system should serve as organizing ideas for the social studies program and for student learning. The development of civic values consistent with life in a democratic system is an overriding goal of the entire program. The values at the base of our democratic system include justice, a belief in the dignity of the individual, responsibility of the individual to others and to the community, rule by the will of the majority with respect for the rights of the minority, respect for the rights of others, appreciation of the achievements of diverse cultures and individuals and participation of all persons in government. In dealing with the specifics of the syllabus and in planning the curriculum which implements it, the development of these values should be a constant goal.

The first section of the syllabus lists the goals for elementary, secondary and continuing education established by the Board of Regents of the University of the State of New York and the overall goals of the social studies program, 7-12. The goals for the social studies program are derived from the goals of the Board of Regents. These goals involve both content and skills, and they apply to all grade levels. The goals form the essential elements around which curriculum and evaluation are based.

The second section of the syllabus deals with social studies skills, which are a part of the overall K-12 program. This section is an integral part of the syllabus and should be used extensively in developing local curriculum. Local curriculum plans and lesson planning should incorporate these skills throughout each course and lesson in the social studies program.

The third section of the syllabus includes objectives for the specific course. These objectives apply to the course and provide more detail than the overall 7-12 objectives.

The remainder of the syllabus deals with the outline of the course itself. Each unit in the syllabus is introduced by one or more major goals for the unit. Within the unit, each major topic is introduced by one or more objectives. These goals and objectives are followed by three columns, labeled **CONTENT, MAJOR IDEAS** and **MODEL ACTIVITIES.**

The first column outlines content which may be used to achieve the goals and objectives of the unit. It is assumed that changing times, changing information and changing emphases will necessitate updating of this content

from time to time. It will be the responsibility of the school district and the individual teacher to accomplish this updating.

The second column in the syllabus, labeled **MAJOR IDEAS**, provides the teacher with some major knowledge objectives of the course. The characteristics of these major ideas are that they:

- o flow out of the content being considered;
- o are of considerable significance;
- o show a relationship or connection between and among content elements in this course, or from previous learning.

The concepts and understandings in this column build upon concepts and understandings developed in previous grades. The content used from the first column should lead students to develop and reinforce these major ideas as they move through the program. It will be noted that there is some repetition in this column, both within a course and from other courses in the K-12 program. This repetition is intentional. For example, there are fifteen overarching concepts which are highlighted throughout the 7-12 program. These concepts reinforce and build upon the ten major concepts developed throughout the K-6 program. When any of the fifteen overarching concepts are referred to in the syllabus, they are in CAPITAL letters. The fifteen concepts are:

CHANGE	EMPATHY	JUSTICE
CHOICE	ENVIRONMENT	POLITICAL SYSTEM
CITIZENSHIP	HUMAN RIGHTS	POWER
CULTURE	IDENTITY	SCARCITY
DIVERSITY	INTERDEPENDENCE	TECHNOLOGY

Other significant concepts which appear in statements or understandings in this column are highlighted by <u>italics</u>. The concepts in this column are included as part of summary statements or understandings. These understandings are also major ideas to be developed in the program.

The third column in the syllabus format is labeled **MODEL ACTIVITIES**. This column should <u>not</u> be construed as a definitive list of possible instructional activities. It is, instead, a purely suggestive and illustrative sampling to show how particular content might be used to develop significant skills while, at the same time, reinforcing knowledge of the content and major ideas. It is imperative that social studies instruction at all levels include skill development. The authors of this syllabus recognize that any given section of content can be used to strengthen any number of student skills. Therefore, teachers may use the model activities suggested in this column or they may choose to use the content involved to develop other skills in any other suitable manner. The important consideration is that skill development should be an integral part of social studies instruction and that the major skills which are related to social studies are dealt with at all levels. In planning for skill develop-

ment, reference should be made throughout the year to the skills section of this syllabus (see pages 9-20).

As with all State syllabi, this syllabus is meant to be used with all students, regardless of academic ability. Therefore, it is the responsibility of the school district and the teacher to provide for different student needs through selection of appropriate materials and learning strategies. The syllabus, then, provides a framework which can be adjusted to meet student needs, including those of students with handicapping conditions. In some instances, modifications of materials and instructional techniques may be necessary so that such students may participate in the activities suggested in the syllabus.

It should be noted that all State examinations in social studies will be based upon the syllabus for the course or courses being tested. It is not possible for all content specifics to be included in this syllabus, and thus, test questions may include information derived from the broader scope of data that a student would ordinarily expect to encounter during the year. These examinations will include items which test both skill and content objectives. It is important that student evaluation at the local district level reflect these objectives of the syllabus and the general objectives of State examinations. In this way, students will be adequately prepared when they face State examinations in social studies.

A consideration in assisting students with handicapping conditions to prepare for these State Regents and Competency examinations is the use of alternative testing modifications. Such techniques provide an equal opportunity for those students with handicapping conditions, so designated, to participate in testing situations. Additional information on the use of alternative testing modifications for students with handicapping conditions is available in Appendix A, Students with Handicapping Conditions.

Goals of the Board of Regents for

Elementary and Secondary Education in New York State

1. Each student will master communication and computation skills as a foundation to:

   1.1 Think logically and creatively.
   1.2 Apply reasoning skills to issues and problems.
   1.3 Comprehend written, spoken and visual presentations in various media.
   1.4 Speak, listen to, read and write clearly and effectively in English.
   1.5 Perform basic mathematical calculations.
   1.6 Speak, listen to, read and write at least one language other than English.
   1.7 Use current and developing technologies for academic and occupational pursuits.
   1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

   2.1 English language and literature.
   2.2 History and social sciences.
   2.3 Mathematics.
   2.4 Natural sciences and technology.
   2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

   3.1 Ways to develop knowledge and appreciation of the arts.
   3.2 Aesthetic judgments and the ability to apply them to works of art.
   3.3 Ability to use cultural resources of museums, libraries, theater, historic sites and performing arts groups.
   3.4 Ability to produce or perform works in at least one major art form.
   3.5 Materials, media and history of major art forms.
   3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

   4.1 Knowledge of American political, economic and social processes and policies at national, state and local levels.
   4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and economic systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding and attitudes necessary to participate in democratic self-government. Included are:

   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality and majority rule with respect for minority rights.
   5.2 Respect for self, others and property as integral to a self-governing, democratic society.
   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand, respect and accept people of different race; sex; cultural heritage; national origin; religion; and political, economic and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes and work habits, and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills and attitudes which enable development of:

   9.1 Self-esteem.
   9.2 The ability to maintain physical, mental and emotional health.
   9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Overall Goals of the Social Studies Program, 7-12

Upon completion of the social studies program, the student will be a person who can demonstrate the ability to make rational and informed decisions about economic, social and political questions confronting himself or herself, the society and the interdependent world. Such decisions will draw upon the lessons of history and the social sciences.

Specifically, at the end of the 7-12 social studies program, students will be able to:

1. describe and analyze major historical factors in the development of the United States.

2. explain the historic, economic, social and political roots of major cultures of the world and understand the multi-ethnic nature of those cultures.

3. participate as informed citizens in the political and economic systems of the United States.

4. demonstrate knowledge of the increasing international connections of nations and cultures that make them interdependent within the various global systems.

5. explain the fundamental similarities and differences among major economic, social and political systems and how these systems operate in an interdependent world.

6. explain how societies teach individuals to live within specific values systems.

7. discuss the nature and effects of change on societies and individuals.

8. analyze the effects of geography on the development of cultures.

9. empathize with the values that guide the behavior of people from different cultures and understand that all cultures have contributed and continue to contribute to the advancement of the human experience.

10. value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality.

11. compare the rights and responsibilities of citizens of the United States with the rights and responsibilities of citizens of other societies.

12. gather information by listening, reading and observing with accuracy and comprehension.

13. organize, analyze and interpret information in all forms.

14. communicate information clearly and effectively in both oral and written form.

15. demonstrate the skills that enable people to participate reasonably in a democratic society.

16. use the vocabulary of social studies in appropriate context.

17. identify important social studies ideas and methodologies and apply them to new information and experiences.

18. explain the relationship between social studies learning and learning that takes place in other disciplines and other institutions.

19. demonstrate an enhanced perspective of self as one who benefits from the human experience and who participates in and contributes to that experience.

20. describe the results of the interactions between individuals and societies and the environment.

The 7-12 Social Studies Program

REGENTS GOALS

The New York State Regents goals for elementary and secondary education form the basis for the development of the State syllabi in social studies and the various State evaluations, examinations and tests based upon these syllabi.

GRADE LEVEL AND UNIT GOALS

The Grade Level and Unit Goals are derived directly from the Overall Goals of the Social Studies Program, 7-12. They incorporate the Regents Goals as they relate directly to the social studies program. The Grade Level and Unit Goals involve both content and skills applied to the specific course of study at the particular grade level and within the units of study.

SYLLABUS FORMAT

Content Outline

The first column includes specific objectives and suggested content used to achieve these goals and objectives.

Major Ideas

The second column provides the teacher with the major knowledge objectives of the course. The concepts and understandings for the grade level build upon the concepts and understandings developed in previous grades and provide the essential core of the entire K-12 State social studies program.

Model Activities

The third column is a suggestive and illustrative sampling to show how particular content might be used to develop significant skills while reinforcing knowledge of the content and major ideas.

PROGRAM EVALUATION

Program Evaluations are State administered assessments of the local social studies instructional program by means of written tests administered to students and other measurement techniques. They are designed to provide quantitative and qualitative information about the local instructional program. This information about activities, characteristics and outcomes of social studies programs is intended to be used to guide program improvement efforts.

REGENTS EXAMINATIONS AND COMPETENCY TESTS

Regents examinations are designed to test student achievement and reflect higher levels of abstract thinking. Regents Competency Tests in Social Studies will be designed to provide minimum level graduation requirements. Each type of examination will be based upon the same State syllabi. Differentiation between the two will reflect differences in depth of expected content knowledge, degrees of abstraction and complexity of required skills.

Social Studies Skills

Skill development must be a part of all social studies teaching. It is important because it helps students become more efficient at acquiring and understanding social studies content as well as helping them to learn, practice, and apply those skills and processes they need as citizens in school today and will need as adult citizens tomorrow. Skills and content are interrelated. Students need skills to learn content and they need to work with content to develop skills.

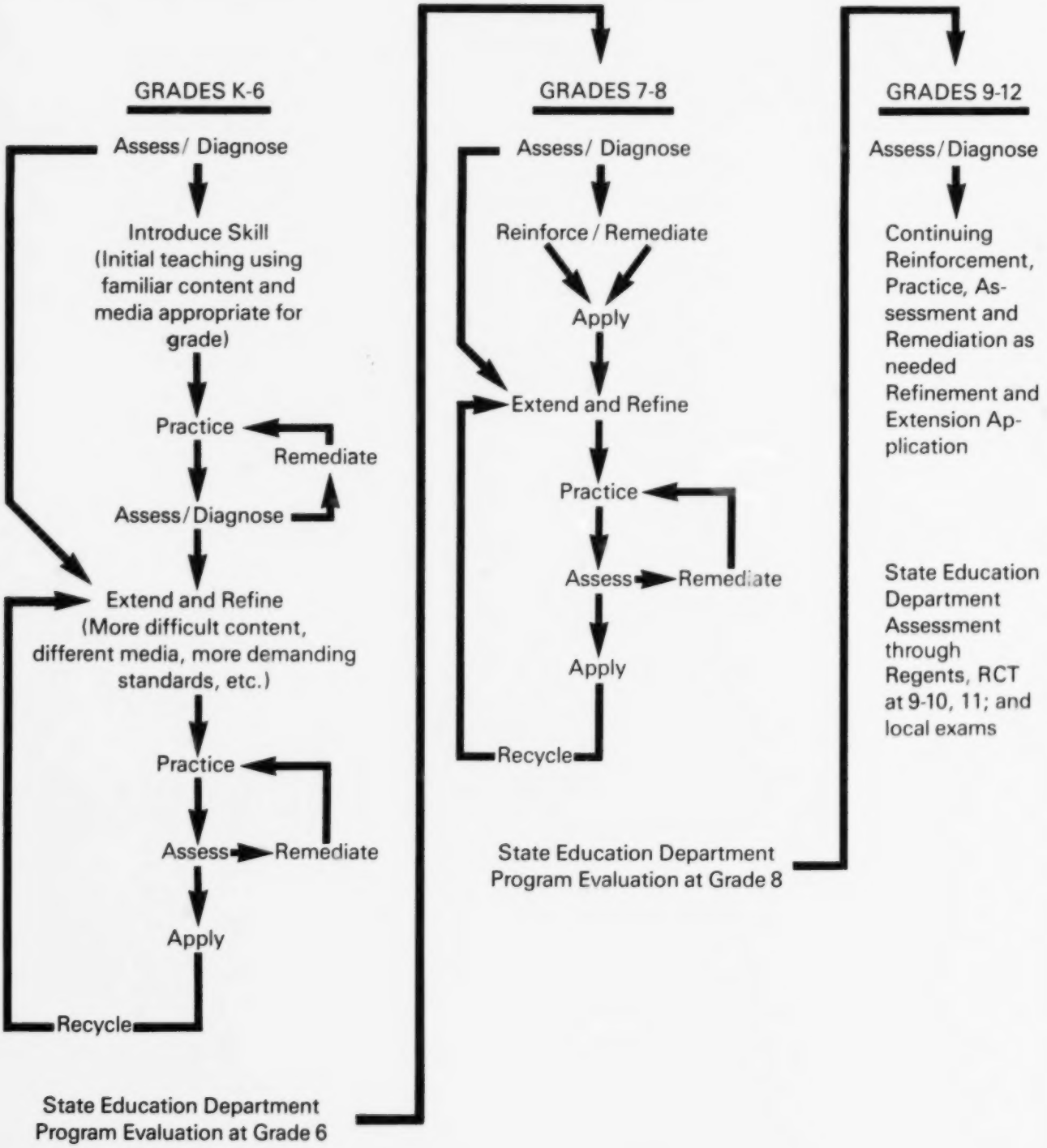
While most skills apply equally to different areas of study and life, there are several processes, or groups of skills, that are especially important for citizens in a democracy. These processes as applied to a social studies context are: (1) The ability to get, organize, process and communicate accurate social studies information and ideas. (2) The ability to identify and investigate issues, generate and test hypotheses, and take and support positions. (3) The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action. (4) The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors. (5) The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency). Each process is described and then followed by a list of the skills likely to be needed.

Skill development is neither so simple that the social studies teacher can take it for granted nor so difficult that the teacher should avoid it. There are a few "complexities" that should be kept in mind as skill development is planned and conducted. (1) All of the skills listed are important to social studies, but few, if any, are exclusive to the field. Skill development should be coordinated with what is being done in other subject areas. (2) Even after a skill has been developed, a skill can be lost if it is not reinforced by continued use. (3) The different skills are interrelated; there must be a spiral development. All skills should be practiced in appropriate ways at all levels. (4) Skill and content are interrelated. Just because students can use a skill to process simple or familiar content does not mean that they will be able to apply it to new content without further teaching and practice. (5) Skill development must be continued until students not only know the skill and perform it well, but until they understand the conditions or situations in which it is, or is not, appropriate to use it.

Because skills are both important and interrelated, the school and teacher should have systematic plans for their development. Systematic development involves diagnosis, teaching, practice, reinforcement, remediation as needed, and application, with assessment at every step. The following diagram suggests a typical procedure for skill development.

SKILL DEVELOPMENT PROCEDURES

Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas present.



Process and Skills List

As a result of participating in the social studies program, students should demonstrate steady growth in the following abilities and in the individual skills which contribute to them:

A. The ability to get, organize, process and communicate accurate social studies information and ideas.

Rationale: Citizens must deal with enormous quantities of information. They will have to handle even larger amounts in the future. Historical, geographic, political, social and economic information is often relevant for understanding current issues and for decision making. Getting accurate information, organizing and processing it without distorting it, and communicating it to others for their information are all important acts of citizens at all ages and levels.

Contributing Skills: The following skills contribute to this ability. Students should learn and practice them in classroom activities and apply them in preparing social studies reports, presentations and maps.

A.1. Skills for Getting Information

a. determine the kind and quantity of information that is needed to complete a task or accomplish a purpose

(When students approach a learning task that requires them to gather information, they will be able to decide what kinds of information and how much information they are going to need.)

b. identify and locate appropriate sources of information and locate the specific information needed within those sources

(When students know what kinds of information they need, they will be able to use research tools and techniques to find that information.)

c. obtain the information on a specified topic that is contained in a source which has been located or to which students have been assigned

- by observing
- by listening
- by reading

(When the information students need is obtained, they will be able to read, hear, or see and comprehend it.)

d. measure or qualify information as to numbers, amounts, distances and differences

(When students have the sources of information needed, they will be able to determine and count numbers of items, measure amounts or distances.)

e. distinguish among various types of content in a source, e.g., between main idea statements and supporting information; between facts, reasoned judgments, and opinions; between relevant and irrelevant information

(When students have determined the meaning of statements they will then be able to classify them by comparing them with types of statements with which they are already familiar.)

(When students have obtained the literal meaning from a source, they will be able to go beyond that meaning and make reasoned judgments about what the author/speaker meant, why it was put the way it was.)

f. evaluate sources

(When students have located a possible source and noted its content, they will be able to decide on its value for their purposes based on appropriate standards.)

g. take useful notes

(When students have obtained information from a source they will be able to record the data, both bibliographical and content, in a form that will help them complete the task or accomplish the purpose.)

A.2. Skills for Using Information

Students will demonstrate ability to:

a. identify similarities among and differences between various items in the data and group like items together

(When students have obtained information, they will be able to note likenesses and differences and use these qualities to divide the data into useful groups or parts appropriate to their topic needs.)

b. infer meanings, biases, assumptions, and points of view implied but not stated in a source

c. infer relationships such as cause and effect and time and spatial relationships among items in the data

(When students have examined items in the data, they will be able to identify those that are probably related to each other and make reasonable decisions about what the relationships are.)

d. evaluate the relevance, validity and sufficiency of data

(Looking at the data, students will be able to compare what they have with standards of what is needed to accomplish the task and decide whether they have the right kinds of information, with respect to quality and quantity of information.)

e. translate information into a different medium, format or vocabulary without changing the meaning

(Students will be able to put all or parts of the data into their own words without distorting the meaning.)

f. organize or arrange the data using chronology, steps in a procedure, categorization, or other appropriate means

(Students will be able to identify an appropriate principle to use to arrange information into a more useful form, and order it accordingly.)

g. extrapolate from the data

(Students will be able to develop or use principles and generalizations to infer likely causes, consequences and factors of items in the data even though those causes are not explicitly mentioned in the data.)

h. perform appropriate statistical analyses of the data

(Students will be able to use statistical techniques of appropriate sophistication to get at the meaning and possible likelihood of relationships.)

i. make conclusions about the main ideas or understandings that can be drawn from the data

(Students will be able to synthesize understandings about what the major parts or the entirety of the data mean.)

j. evaluate the conclusions drawn

(When they or others have drawn conclusions from the data, students will be able to compare them with generalizations and principles they already know and, if discrepancies are noted, decide whether the evidence on which the conclusions were based is strong enough to justify modifying the generalizations or principles.)

A.3. Skills for Expressing Information and Ideas

Students will demonstrate the ability to:

a. present factual or objective information orally, in writing and through other media.

(Students will be able to write, speak, use maps and graphics in such a way that they communicate information clearly to others.)

b. explain different points of view or positions on a topic and present the evidence and reasoning that supports each position

(Students will be able to write, speak, and use graphics in such a way that they clearly present their own positions and/or the positions or perspectives of others on a given topic or issue.)

c. state and support a position on an issue persuasively in writing, orally and through media

(Students will write, speak and use other media in ways appropriate for convincing an audience of the strength of the students' positions.)

d. disagree with a position taken by another without resorting to personal attack or denigration

(Students will recognize and deal logically and persuasively with opposing arguments.)

e. contribute to the successful completion of a group oral, written or media presentation

f. use correct formats assigned or selected for presenting material

(Students will be able to use the proper style, form and mechanics for different forms of spoken - e.g., debate, discussion, written - e.g., formal report, outline - and media presentations.)

A.4. Skills for Interpersonal and Group Relations

Students will demonstrate the ability to:

a. work with others in identifying a goal, formulating a plan, dividing tasks, carrying the plan out and evaluating the results and procedures used

b. empathize

(In situations where perception could be colored by egocentrism or ethnocentrism students will be able to understand and explain how others with varying perspectives might see, explain or feel about them.)

c. recognize and employ nonverbal body language to improve communication of meaning and feelings

d. note and evaluate the characteristics and behaviors of others before making judgments that might be influenced by stereotypes

e. give and follow directions

(When in situations requiring them to give directions, students will be able to express appropriate ones clearly and ensure that they are understood. When in situations requiring them to follow directions, students will be able to get the literal meaning, obtain clarification of any ambiguous parts, and carry them out in an acceptable fashion.)

B. The ability to identify and investigate issues, generate and test hypotheses, and take and support positions persuasively.

Rationale: The pursuit of truth is important in academic undertakings. It is even more important in the life of a free society. It is most difficult in relation to issues where emotion or prejudice tempt the student and citizen to accept the obvious answer. Developed skill and discipline can help in resisting this temptation.

This process frequently involves:

- **gathering information about a topic or issue about which there is disagreement - information about the topic, about the disagreement, and about those who disagree;**
- **comparing this information with previously acquired standards to determine importance or significance;**
- **deciding whether the issue merits further effort;**
- **inferring relationships or other findings which might be shown by evidence gathered (hypotheses);**
- **deciding what kinds and quantities of evidence would actually prove or disprove the predicted findings - the hypotheses;**
- **gathering evidence objectively - deciding whether the hypotheses have been proved or disproved or shown to require further research;**
- **translating the results into a position;**
- **expressing the position and its supporting evidence.**

Contributing Skills: The following additional skills contribute to this ability. Students should learn and practice them and apply them in preparing persuasive presentations and reports on academic, simulated and real life topics and issues.

B.1. Skills for Getting Information as listed under A.1. above

B.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. attain, label, clarify and categorize concepts

(Students will be able to identify the cluster of characteristics that are common to one class of items and set it apart from all others (the concept), identify an appropriate name for that concept, and gradually become more and more clear about what subconcepts are parts of it and what broader concepts it is a part of.)

b. form, state, clarify, and delimit generalizations

(Students will be able to identify general relations among concepts (generalizations) - e.g., one generally causes the other, one generally is a necessary condition for the other to exist - verbalize the generalization, and gradually become clearer about when the generalization does and does not apply.)

c. apply understandings, concepts and generalizations developed to new information and in new situations

(Students will be able to use the knowledge gained in one task to gain understanding more quickly or more fully in another.)

d. develop analogies

(Students will be able to note the relationship between two or more concepts and then identify other pairs of concepts that are related in the same way. A is to B as C is to ___.)

B.3. Skills for Expressing Information and Ideas as listed under A.3. above

B.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

adjust, within ethical and legal limits, their own behavior to the dynamics of a situation, including the presence of change, diversity, ambiguity and conflict

(In situations with other people, students will be able to change their normal behavior patterns as necessitated by special characteristics of the situation to facilitate the achievement of the common goals, but not to the extent that they violate legal or moral standards.)

C. The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action.

Rationale: A free society allows its citizens to make the political, economic and social decisions important in their lives. Active involvement in a democratic society requires participation in problem solving on public issues as well as personal matters. The quality of the decisions made and problem solving actions taken is important to the success of the free society. Possession of skills does not guarantee that all decisions and actions will be wise, but it does improve the odds.

Decision making frequently involves:

- identifying situations requiring a choice;
- considering the desired outcome of each situation;
- identifying the available choices;
- predicting the results likely from each choice;
- comparing likely results with desired outcome;
- selecting the choice with the best match between its likely results and the desired outcome.

Identifying and solving problems frequently involves:

- noting a situation in which there is a gap between what actually is and the standard of "what should be" - a problem situation;
- gathering information about the problem to make sure that it actually exists and requires solving, and gathering information about its causes;
- identifying the resources available for solving the problem and the constraints limiting the kinds of solutions that can be tried;
- identifying as many courses of action as possible;
- predicting the likely results of each course of action;
- evaluating all courses of action based on feasibility and desirability of the results;
- selecting the most appropriate course or sources of action;
- taking the selected action;
- evaluating results and modifying procedures as needed.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in content matter, simulations and real life decision-making and problem-solving situations.

C.1. Skills for Getting Information, A.1. a-g above

C.2. Skills for Using Information, A.2. a-j and B.2. a-d above

C.3. Skills for Expressing Information and Ideas, A.3. a-f above

C.4. Skills for Interpersonal and Group Relations, A.4. and B.4. above

In addition to skills previously developed, students will demonstrate the ability to:

monitor the effects their own behavior has on others and modify that behavior as needed to achieve the desired effects

D. **The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors (valuing).**

Rationale: **Individuals, as students and citizens, must evaluate words and actions. They must evaluate ideas and positions to decide whether they meet standards of scholarship, logic and fairness. They must evaluate issues and possible public policy actions to decide how they relate to their own value standards and to the standards of their community. While the school has an important role to play in the formation and application of standards of scholarship and logic, it must act with caution in the area of formation of values. In both areas, however, the school has an important role in helping the students to develop and examine such standards and to apply them to appropriate materials and situations.**

Developing and forming standards for valuing in areas such as scholarship and reasoning that are relevant to social studies instruction frequently involves:

- **examination of examples of previous thought that meet the standard sought;**
- **concluding about the general qualities of positions and thought meeting the standard;**
- **identification of qualities commonly found in positions not meeting the standard;**
- **identification of likely effects of adhering to the standard;**
- **appropriate school rewards - such as grades - for meeting the standard.**

Valuing and critical thinking frequently involve:

- **recalling or locating the standard by which the position, thought, etc. should be evaluated;**

- comparing the qualities present in the position, thought, etc., with those required by the standard;

- deciding how close the match between the item and the standard is;

- deciding whether the item should be accepted, rejected, or changed to improve the match;

- empathizing with the positions, thought, etc. of others;

- tolerating ambiguity;

- taking a stand.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in critical thinking (evaluating the scholarship and logic of items) and valuing (evaluating the quality of rightness of items).

D.1. Skills for Getting Information

D.2. Skills for Using Information

D.3. Skills for Expressing Ideas and Information

D.4. Skills for Interpersonal and Group Relations

E. The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency).

Rationale: While democracy does not depend on blind obedience, it does depend on informed assent to and, where necessary, expression of informed disagreement with rules and laws made by representatives. Informed assent requires the ability to know what the laws say and mean and to make intelligent decisions.

Citizenship competency frequently involves:

- getting, processing and expressing accurate information and ideas;

- identifying and investigating issues, generating and testing hypotheses, and taking and supporting positions;

- making appropriate decisions and identifying and solving problems effectively;

- valuing and critical thinking.

Contributing Skills: The following skills contribute to these abilities. Students should learn, practice and apply them in academic and real life situations.

E.1. Skills for Getting Information, A.1. a-g above

E.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. assess their own involvement and stake in political situations, issues, decisions and policies

(Students will be able to predict the consequences of actions - or inactions - and policies on themselves and determine the extent to which they want to or should become involved.)

b. to act upon the basis of their best judgment

E.3. Skills for Expressing Ideas and Information, A.3. a-f above

E.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

work effectively with bureaucratically-organized institutions in order to promote and protect their own interests and values

(Students will be able to adjust their behavior patterns in order to deal effectively with the special circumstances of bureaucratic organization.)

INTRODUCTION TO THE SYLLABUS FOR UNITED STATES AND NEW YORK STATE HISTORY

United States and New York State History is a chronologically organized two-year course of study. The two-year sequence traces the human experience in the United States from pre-Columbian times to the present, tying major political, economic and social trends in United States history to parallel trends and time frames in New York State history. References are also made to Canada and Mexico where relevant.

In order to achieve the major goals of the program and the specific course objectives, it is important to present material that is compatible with the abilities and interests of students. In the grades 7-8 syllabus, a social history approach is utilized because of its developmental appropriateness to students in these grades. As students enter grade 7, some are beginning to think beyond concrete reality. However, for most students grades 7 and 8 represent a transition stage into the higher levels of abstract thinking necessary to comprehend fully the scope and sequence of history and historical events. During this transition, students need references to familiar actions or objects. They are not aware of their own inconsistencies in reasoning, and they need guidance in drawing relationships, generalizing and transferring learning.

Social history as an approach to the study of the past is relatively new in history education. It is even newer as an organizing framework for primary and secondary school curricula. By examining a wide range of human activities, and focusing on common people and everyday events, educators can capture the attention and interest of young people who have often characterized the study of history as "boring" and "irrelevant." By focusing on this approach, we can both enliven the teaching of history and spark an interest in learning history. To this end we have used a series of ten social history "postholes" throughout the syllabus. They are:

- Life Cycles . . . Birth, Childhood, Adulthood, Old Age, Death
- Home and Family Living
- Schools and Education
- Labor and Work Patterns
- Political Participation
- Religion and Religious Activity
- Crime and Punishment
- Leisure and Recreation Activity
- Literature, the Arts, and Music
- Styles and Fashions

These "postholes" represent some of the common themes used in social history. When they appear in boxes in the **MAJOR IDEAS** column, they will serve as reminders to the teacher as to the need to focus on, or stress, a particular theme as he/she develops lessons and materials to teach the particular content and understandings involved. For example, while studying the Revolutionary War, the teacher might opt to focus on the effect of the war on "home and family living" as male heads of households went off to fight. Or, the teacher might develop a lesson that highlights changes improved technology brought to "leisure and recreational activity" in the late 19th and early 20th centuries.

In addition to increasing student interest levels, a social history approach provides the students with opportunities for the development of content knowledge, expansion of conceptual frames and an understanding of the major ideas of the social sciences. The use of social history as an organizer helps students develop social studies skills such as getting, using, and presenting information; in making inferences and drawing conclusions from the information; and in the application of the information and skills to decision making, problem solving, critical thinking and valuing.

Still another important advantage of using a social history approach is that it demands the inclusion of the history of ALL Americans. The contributions of women, blacks, Native American Indians and ethnic minorities should be viewed as an integral part of the whole fabric of American life and society. In planning for instruction, teachers must be diligent in selecting information and materials which promote self-esteem as well as a sense of national pride in all students. Students who are exposed to content and use materials that recognize the contributions of women and minorities will be better able to achieve program goals which promote respect for others. The course of study for grades 7/8 must respect the diversity of the people who have been and continue to be the population of the nation and the State of New York.

With these learner characteristics and needs in mind, the approach to United States and New York State history in grades 7 and 8 builds upon the familiar. Students explore United States history by looking at the evidence of that history in their own State and local community. Building on previous learning from grade 4, children who are now able to think forward and backward in time can deal with cause and effect, explore multiple causation and understand history in a far more comprehensive way. While students in grade 4 are only able to deal with and understand slices of time, students in grades 7 and 8 are better able to associate and relate historical concepts and understandings.

The course is organized into twelve units of study to be developed and explored within a two-year time frame. Which units are to be studied in which grades is a matter for local decision makers to resolve based on the needs of students and the available instructional material and resources.

The grade 7-8 course is a vital link in the overall goals of the K-12 social studies program. The course builds on, and seeks to reinforce, those skills, concepts, and content understandings introduced in the K-6 program. The two-year experience in grades seven and eight will provide students with a solid content base in American history allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully developed industrial nation. The hemispheric connections revealed by including

links to Canada and Mexico will provide students a model for the global connections they will discover in grades 9 and 10.

In the New York State Social Studies Program K-12, students will study United States history in grades 4, 7, 8 and 11. The approach will vary in each of those courses, based on the characteristics of the learners. Building such an articulated program allows for individual variation, while ensuring that a great many children will be able to think at a more advanced level with each new exposure to United States history and government.

Objectives for Grades 7-8:
United States and New York State History

KNOWLEDGE OBJECTIVES:

Upon completion of the 7th/8th grade sequence, the student will be able to demonstrate knowledge of:

1. the broad, chronological sweep of United States and New York State history with linkages to Canada and Mexico where appropriate;

2. the causes and results of the major events that have shaped the nation and State of today, with significant references to the hemisphere;

3. the diverse racial and ethnic groups that make up American society and their contributions to American life;

4. the origins, philosophy, structure and functioning of the governments of the United States and New York State, supplemented by some understanding of governments elsewhere in the hemisphere and of the pre-Columbian period;

5. the structure and function of family at particular points in national history and of changes that have taken place;

6. the relationship between work and leisure in the past and present and projected into the future;

7. the ways in which people make decisions, partly determined by the values and the traditions of the people around them.

SKILLS OBJECTIVES:

Upon completion of the 7th/8th grade sequence, the student will be able to demonstrate:

1. the ability to locate, organize and use information through

   - reading
   - research
   - oral presentation
   - viewing
   - expository writing

2. the ability to study systematically for the timely attainment of both long-range and short-range goals and other self-management skills;

3. the ability to interpret and analyze data in various formats in the social sciences and to separate fact from opinion and propaganda;

4. the ability to participate in interpersonal and group relations, thus preparing for active citizenship.

ATTITUDE OBJECTIVES:

Upon completion of the 7th/8th grade sequence, the student will be able to demonstrate:

1. the appreciation and personalization of the flow of human history;

2. listening to, and reading about, widely divergent points of view with an open mind and avoiding snap judgments;

3. applying a valuing process consistently when judgments are made;

4. recognizing and understanding racial, religious, ethnic, cultural, regional, and national differences without prejudice, bigotry or malice.

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UNIT 1 The Global Heritage of the American People Prior to 1500

UNIT GOALS By the end of the unit, the student will be able to demonstrate:

1. knowledge of the social scientific methods and techniques used to study human cultures
2. an understanding of how geography influenced the development of various cultural patterns
3. an understanding of the cultural patterns of pre-Columbian civilizations in North America
4. an understanding of how societies taught individuals to live within a value system

I. HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE

Objectives:

1. To understand the social scientific method and techniques used by social scientists to study human cultures
2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems

Content Outline:	Major Ideas:	Model Activities:
A. History and the Other Social Sciences Provide a Framework and Methodology for a Systematic Study of Human Culture 1. The role of history and the historian 2. The other social sciences including anthropology, economics, geography, political science, psychology and sociology	An in-depth understanding of human CULTURE can be attained by systematic use of the concepts, content understandings and skills of history and the social sciences.	Develop a general understanding of each of the social sciences and history with the students. Consider what each one focuses on and explore the methods and techniques utilized by each, i.e., case study, participant-observation, statistical analysis and surveys.
B. The Social Scientific Method as a Technique for Problem Solving and Decision Making	The social scientific method is one CHOICE available to help solve problems.	Develop and review the social scientific method as a research model for problem solving and decision making.

II. GEOGRAPHIC FACTORS INFLUENCE CULTURE

Objective:

To understand the geography of settlement patterns and the development of cultural patterns

Content Outline:	Major Ideas:	Model Activities:
A. Theories Attempt to Explain Human Settlement in the Americas 1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas 2. Native American Indians believe in indigenous development with migration pattern in both directions	**Migration** of prehistoric peoples throughout North and South America resulted in widespread settlement and the development of DIVERSE **cultural patterns**.	Have students compare the Iroquois account of creation with the archaeological findings currently available. Have students hypothesize possible reasons why these early people may have migrated.
B. Geographic Factors Affected the Settlement Patterns and Living Conditions of the Earliest Americans	A **region's** geography influences human settlement patterns and adoption of life-styles.	Have students use maps of the two continents to trace migratory patterns. Identify different groups in various places on both continents. Compare and contrast the similarities and differences in geography and the diverse patterns of living which each group developed.
C. Major Native American Indian Civilizations Developed in Central and South America 1. The Aztecs 2. The Mayas 3. The Incas 4. The Pueblo Indians	These **civilizations** were spatially differentiated, by a number of cultural factors, into **regions**. The Native American Indian **civilization** had developed levels of TECHNOLOGY that surpassed those of their European contemporaries in a number of ways.	Use maps, pictures and drawings to locate major Native American Indian civilizations and the areas they controlled, and to examine the tools they had and how they used them.

Content Outline:	Major Ideas:	Model Activities:
	Use of TECHNOLOGY by Native American Indian civilizations was often less destructive to the ENVIRONMENT.	

III. IROQUOIAN AND ALGONQUIAN CIVILIZATION ON THE ATLANTIC COAST OF NORTH AMERICA

Objective:

To understand the worldview held by native peoples of the Americas and how it developed

Content Outline:	Major Ideas:	Model Activities:
A. Iroquois and Algonquian People Adapted to the Environment in Which They Settled	Geographic conditions in New York influenced the **cultural patterns** of its first inhabitants.	Locate these people in terms of their physical location and the habitat around them.
1. Geographic regions of New York		Examine a typical Native American Indian village; pay particular attention to the use of space and its relationship to community relations and patterns of work.
2. Diversity of flora and fauna	The lack of written records created problems for anthropologists studying the pre-Columbian CULTURES.	
3. Seasonal weather patterns		
B. The Iroquois Developed Cultural Patterns Which Reflected Their Needs and Values	CULTURE is a product of the struggle to meet individual and social needs and wants.	Draw upon recorded spiritual beliefs, narrative accounts of Iroquois life and existing State curriculum materials to recreate a typical Iroquois village society.
1. Creation and religious beliefs		
2. Importance of the laws of nature and the wise use of natural resources		
3. Patterns of time and space		
4. Family and kinship	**HOME AND FAMILY LIVING**	Have students diagram their own families according to the rules of Iroquoian kinship.
5. Education		
6. Government; confederacy	Pre-Columbian Iroquois **society** was highly organized with **family** and **kinship** groupings playing a major role in the **social order**.	Have students make a comparison of Indian governmental organization with that of the European settlers.
7. Conceptions of land ownership and its use		
8. Language		

Content Outline:	Major Ideas:	Model Activities:
C. Algonquian Culture Compared to That of the Iroquois 1. Spiritual beliefs 2. Spatial patterns	**RELIGION AND RELIGIOUS ACTIVITY** We can learn how a CULTURE viewed the world by examining their <u>spiritual beliefs</u>.	Students could draw Iroquois and Algonquian types of shelter for comparison.

IV. EUROPEAN CONCEPTIONS OF THE WORLD IN 1500

Objective:

To understand the worldview held by Europeans prior to 1500

Content Outline:	Major Ideas:	Model Activities:
A. European Knowledge Was Based on a Variety of Sources 1. Accounts of early travelers and explorers 2. A variety of different maps 3. Writing of ancient scholars 4. Guesswork 5. Oral traditions	Most of what Europeans came to know about the non-European world was interpreted in terms of trade possibilities, religious conversions and/or military conquest not with EMPATHY or a concern for HUMAN RIGHTS.	Let students discover what Europeans thought they knew about the world by: - comparing some of their maps to more modern ones. - reading short excerpts from several of the travelers' accounts of life in Africa and Asia that Europeans relied on for their information. - examining pictures and drawings they had of European, African, and Native American Indian places. What factors influenced the worldview of Europeans and how does it compare to that of the Native American Indians? Compare the preconceptions and purposes of settlers with the physical geography and its resources as they found them in North America. How did the Native American Indians view the environment and what did the settlers learn, or fail to learn, from the Native American Indian experience?
B. Varying Degrees of Accuracy Often Resulted in Many Misconceptions	Conclusions drawn on incomplete and/or inaccurate information can often be invalid and misleading.	Students could gain insight into this concept by participating in a class activity based on the conclusions we draw from rumors.

Unit Summary Activities:

1. Using any of the previously listed activities as prewriting preparation, students could write a description of how both Europeans and Native American Indians viewed the world in 1500. (Teachers may also wish to consider the worldview of other cultures at this time.)

2. Conduct an in-depth case study of the society and culture of the Iroquois and Algonquian Native American Indians. A social scientific approach should be used. A useful State Education Department publication, which teachers may want to refer to on this topic, is Teaching a Pre-Columbian Culture: The Iroquois, SED, 1975.

UNIT 2 European Exploration and Colonization of the Americas

UNIT GOALS **By the end of the unit, the student will be able to:**

1. describe and analyze major historical factors in the development of the United States during the colonial period
2. discuss the nature and effects of change on societies and individuals

I. EUROPEAN EXPLORATION AND SETTLEMENT

Objectives:

1. To understand the factors and conditions that led to European exploration of and settlement in the Americas
2. To understand the effects of European settlement on Native American Indians and Europeans

Content Outline:	Major Ideas:	Model Activities:
A. Motivating Factors 1. Technological improvements in navigation 2. Consolidation of political power within certain countries in Europe 3. Desire to break into the Eastern trade markets 4. Missionary zeal	Certain conditions create a desire for **migration**. Some factors push people away from their **homelands**, while others pull them to specific destinations. A variety of economic, political and social factors motivated Europeans to overcome their psychological and **technical** limitations and seek out new territories to explore and settle.	Review the factors that caused Europeans to go to North America once it had been "discovered" and therefore was open to settlement. Have students discuss pictures or drawings of explorers, their ships or new technological devices of the time such as the quadrant.
B. Geographic Factors Influenced European Exploration and Settlement in North and South America 1. Effects of weather and geography on the Atlantic crossings	European nations explored and settled the Americas for a variety of reasons and with DIVERSE goals.	Students might construct a chart of major explorers, the countries for which they explored and the areas of the New World which they claimed.

Content Outline:	Major Ideas:	Model Activities:
2. Geography of different European groups and where they explored and settled in North and South America 3. The development of "New England," "New France" and "New Spain"	Physical geography is important in determining initial locations. Human factors then combine to determine the extent and density of settlement.	Have students color a variety of outline maps of North America to reflect the settlement patterns and land claims of the French, English, Spanish and Dutch on the continent during the 16th, 17th and 18th centuries.
C. Effects of Exploration and Settlement in America and Europe	Contact between explorers and Native American Indians was influenced by the differences in their CULTURES, their POLITICAL SYSTEMS, the values they placed on SCARCE **resources**, and their levels of **technological development**.	
1. Devastating introduction of new diseases to the Americas 2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American Indian lands		Compare Native American Indian and European notions of land ownership. - How do they differ? - How did these differences lead to confusion and misunderstanding?
3. New types of foods improved both European and Native American Indian health and life spans 4. Economic and political changes in the balance of power in Europe and the Americas 5. Introduction of African slaves into the Americas	Anthropologists believe that when two or more CULTURES meet, one or both of them will CHANGE.	Briefly examine several social, economic or political effects of the encounter between Europeans and Native American Indians.
D. Exploration and Settlement of the New York State Area by the Dutch and English	Major differences between colonists and Native American Indians proved to be significant.	Present students with written accounts of the exploits of various groups of European settlers in New York State. Have the students develop maps showing the settlement patterns of these groups of Europeans based on the accounts. Have them develop a second map showing the settlement patterns of Native American Indians in New York State.
1. Relationships between the colonists and the Native American Indians		

Content Outline:	Major Ideas:	Model Activities:
2. Similarities between the Europeans and Native American Indians a. The role of tradition b. The importance of families and kinship ties c. The hierarchical nature of the community and family d. The need to be self-sufficient	Some similarities were quite apparent and could be seen through such things as settlement patterns; others, relating to values, beliefs and life-styles, were less apparent. Early inhabitants contributed greatly to the unique nature of our New York State cultural heritage. **HOME AND FAMILY LIVING** **LABOR AND WORK PATTERNS**	
3. Differences a. Ideas about land ownership b. Roles of men and women c. Beliefs about how people from different cultures should be dealt with	The ENVIRONMENT was one factor that contributed to the uniqueness of various communities in our State.	Use local community resources to have students investigate which groups came to their area of the State to settle. Compare and contrast what can be discovered about the life-styles of the groups.
4. Rivalry between the Dutch and English eventually resulted in English supremacy	Europeans were attracted to the rich resources of New York State.	Have students list reasons why they would or would not have liked to have been an early settler.

II. COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL AND ECONOMIC FACTORS

Objective:

To understand the factors related to European settlement of the Americas

Content Outline:	Major Ideas:	Model Activities:
A. English Colonies: New England, Middle Atlantic, Southern 1. Reviewed as a geographic region 2. Settlement patterns: who?, when?, why? 3. Economic patterns emerge to meet diverse needs 4. Political systems 5. Social order	Geographic factors influenced the development of the unique POLITICAL SYSTEMS, economic patterns and social order within the individual colonies and **regions**.	Have students develop a chart comparing the various geographic, political and economic characteristics of each of the colonies. Ask students to compare and contrast the characteristics of individual colonies and regions. Draw appropriate conclusions and generalizations.
B. French Colonies 1. Reviewed as a geographic region 2. Settlement patterns: who?, when?, why? 3. Economic patterns emerge to meet diverse needs 4. Political systems 5. Social order		
C. Spanish Colonies 1. Reviewed as a geographic region 2. Settlement patterns: who?, when?, why? 3. Economic patterns emerge to meet diverse needs 4. Political systems 5. Social order		

III. LIFE IN COLONIAL COMMUNITIES

Objective:

To understand how European and other settlers adapted to life in the American colonies

Content Outline:	Major Ideas:	Model Activities:
A. Colonial Communities Were the Center of Social, Economic and Political Life and Tended to Develop Along European Patterns		Colonists lived primarily in small communities having limited contact with the outside world. Their perspective on life was shaped by that community, by its values and by how its people earned a living. While the life-styles of colonists differed from place to place, overall patterns were relatively constant. As a result, students can learn much about colonial life by focusing on one particular community and the people who lived there. Regional differences can then be mentioned at a later time.
1. Variations were found a. Religious based b. Slave and free black communities c. Place of national origin	Colonists attempted to recreate the community patterns they knew in Europe.	
2. The social structure promoted interdependence	Within the colonial **social order** it was expected that people had mutual obligations.	
3. Social goals promoted community consciousness over individual rights	Many communities tended to emphasize order and stability at the expense of **equality** and **privacy**.	
	SCHOOLS AND EDUCATION	Ask students to use text or supplemental materials to explore the ideas and values of the Puritans of New England. Have students discuss how some of these ideas and values have been, and are still, reflected in American thought and culture.
4. Role of religions a. Puritans b. Quakers c. Catholics d. Others	**RELIGION AND RELIGIOUS ACTIVITIES** Religious thought was a major factor in the development of many communities.	
5. Survival demanded cooperation and a strong work ethic	**LABOR AND WORK PATTERNS**	
6. Importance of waterways		
7. A hierarchical social order created social inequity		

Content Outline:	Major Ideas:	Model Activities:
B. Structure and Roles of Colonial Families 1. Nuclear families made up the basic social and economic unit 2. Authority and obligation followed kinship lines 3. Roles of family members	**HOME AND FAMILY LIVING** Colonists drew on their European **traditions** to establish the **family** as the basic social unit in their new communities. **LIFE CYCLES . . .**	Use pictures, diaries and other written records along with genealogical data to have students recreate families that might have lived at this time. Discuss how these families differ from families today.
C. Life in Colonial Communities Was a Reflection of Geographic and Social Conditions		Discuss the effects of distance and/or a lack of communication on community development and change.
1. Impact of geography on a. Travel b. Communication	The ENVIRONMENT often served as an obstacle to settlements.	Where appropriate and/or possible, the teacher might include a case study of a colonial community in Canada. Compare and contrast a settlement in New France with one or more of the colonies of New England. Note in particular the differences in the role of the church in New France.
2. Social conditions led to a. Different forms of government b. Varying roles of religion c. Inequalities of economic conditions d. Unequal treatment of blacks	Because of unique situations, each community developed an economic and political structure that reflected its own needs, wants and **values**. **RELIGION AND RELIGIOUS ACTIVITY**	
3. The impact of geographic and social conditions could be seen in the divergent landholding systems which developed in: a. New England b. New Netherlands: patroonship system c. Southern colonies	Landholding systems reflected the geographic and social conditions of the various colonies.	Use primary sources to have students examine the day-to-day life of a colonial community. If possible, a field trip to one of the restored villages might provide a meaningful learning opportunity.

Content Outline:	Major Ideas:	Model Activities:
4. Life in French and Spanish colonies was both similar to and different from life in other colonies	Sectionalism began to develop in colonial times.	

Unit Summary Activities:

1. Small groups of students might develop different time lines for the class. These could illustrate various time relationships as the class studies exploration and settlement. Suggested themes could be: explorers and their voyages, settlements in the New World or discovery of important rivers or land regions.

2 A class might recreate an actual meeting which took place between European explorers, missionaries, or settlers and Native American Indians. The students could use primary source materials to role play the encounter.

UNIT 3 A Nation is Created

UNIT GOALS By the end of this unit, the student will be able to:

1. describe and analyze major historical factors in the early development of the United States
2. demonstrate an understanding of the historic, economic, social and political roots of American culture
3. discuss the nature and effects of change on societies and individuals

I. BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

Objective:

To understand the economic, political and social causes of the American Revolution

Content Outline:	Major Ideas:	Model Activities:
A. Economic Factors 1. Growth of mercantilism 2. Rise of an influential business community in the colonies 3. Cost of colonial wars against the French	Many colonial business people resented the lack of opportunity to compete fairly with their British counterparts.	European economic, political and social structures were shaken up frequently from the mid-1600s to the mid-1700s. The teacher should review some of these events with students, pointing out that the strategies these countries developed to cope with internal and international problems directly affected their American colonies.
B. Political Factors 1. The role of the British Civil War 2. Periods of political freedom in the colonies 2. Impact of the French and Indian War: Albany Plan of Union 4. Political thought of the Enlightenment influenced prominent colonial leaders	Ongoing CHANGES affected the relationship betwen the British government and its American colonies. **POLITICAL PARTICIPATION** Political CHOICES helped many individuals to form an IDENTITY.	Several topics that could be examined include: - The role of the Netherlands as an international trader; the impact of its war with Britain. - France's role in European affairs; how that role helped keep alive its conflict with Britain; how that conflict periodically spilled over into the American colonies. - Reasons why Britain had a civil war and how that war led it to pay less attention to its American colonies. - Spain's political problems and the effect those problems had on that country's ability to maintain its American empire.
C. New Social Relationships between European Powers and the American Colonies: Development of a New Colonial Identity		

II. THE SHIFT FROM PROTEST TO SEPARATION

Objective:

To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence

Content Outline:	Major Ideas:	Model Activities:
A. New British Attitude toward Colonies Following Victory over France 1. Colonies could not protect themselves 2. Colonies were not paying a fair amount toward their support	British political leaders may have erred as they attempted to manage their colonies, but they generally believed they were doing the right things for the right reasons.	Have students analyze the reasons for the various laws and taxes and the objections raised by the various colonial spokespersons. - Was there any common ground? - Why did the colonial spokespersons not accept British concessions? - Why did the colonial leaders not yield ground when Parliament rescinded some of its laws? - How did British laws affect the majority of people in both countries? - Did leaders on one side make any serious attempts to look at issues from the perspective of leaders from the other side?
B. New British Policies Antagonized Many Americans 1. Various acts of Parliament such as the Quebec Act 2. New tax policies and taxes: Stamp Act and others 3. Other acts of repression: Zenger case and others	British taxation and legislative policy acted to widen the rift between the mother country and its colonies.	
C. Public Opinion Was Shaped in Different Forums 1. Political bodies 2. Public display and demonstration 3. Print media	POLITICAL PARTICIPATION In the colonies the debate over Britain's actions took place in different forums and represented a number of different points of view. This period saw the emergence of many political leaders in the colonies.	Have students read short excerpts from Common Sense, by Thomas Paine. Have them report on how this book convinced so many people that separation through war was necessary.

Content Outline:	Major Ideas:	Model Activities:
D. A Wide Variety of Viewpoints Evolved 1. Complete separation 2. More autonomy for the colonies 3. No change in status quo: the Loyalist position	Many colonials did not take sides until the issues affected them directly or until the outcomes had become clearer. **POLITICAL PARTICIPATION** Not all American colonists supported the Patriots' attempts to win political and economic independence.	Have students use the autobiography of Benjamin Franklin and excerpts from his other writings and secondary sources to examine the issues involved and some of the actions people took to come to grips with those issues. Students should take note of Franklin's ties to both British and American political leaders and the fact that by virtue of his professional contacts, he was an unusually influential person. Stage a mock debate between a person advocating separation from Britain and one favoring keeping the colonies under the British flag.

III. EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES

Objective:

To understand how the colonists attempted to establish new forms of self-government

Content Outline:	Major Ideas:	Model Activities:
A. The Revolution Begins 1. Early confrontations 2. Important leaders 3. First Continental Congress	**Revolution** represents an attempt to CHANGE the POLITICAL SYSTEMS.	Students might research the lives of a variety of people connected with the American Revolution. Care should be taken to include representative women and minorities. Students could prepare oral presentations explaining the person's connection to the Revolution. Hold a mock meeting of the First Continental Congress with individual students representing particular colonies or major colonial leaders.
B. The Second Continental Congress Represented the First Attempt to Govern the Colonies 1. "Republican" government 2. Request for state constitutions and political systems 3. Asserting independence	Congress had difficulty creating a **national government** that could respond to the DIVERSITY of needs and wants of the American people. Congress' attempt to establish a **republican** form of government laid the groundwork for the evolving **federal system**.	
C. A Movement for Independence Evolved from the Political Debate of the Day	Events beyond the control of an individual often force CHOICES upon him/her.	
D. Declaration of Independence 1. Origins 2. Content 3. Impact 4. Ideals it embodied	**Independence** is one of the most cherished American **ideals**.	Have students rewrite all or part of the Declaration of Independence in their own words. Have them consider the following:

Content Outline:	Major Ideas:	Model Activities:
		- Are there any exaggerations or overstatements in the Declaration? If so, can the wording be made more moderate? Should it have been? - The document as a statement of ideals. - The extent to which these ideals have been achieved. - The document as a list of grievances. - The influence of other nations.
E. Independence Creates Problems for New Yorkers 1. Organizing a new state government 2. Economic problems 3. Political factions 4. Slavery 5. Recruitment of soldiers for the war	**POLITICAL PARTICIPATION** Local and state governments paid more attention to local and state problems and issues than they did to national problems and issues, except when those problems and issues affected them directly.	List or have students identify how New York State and the various other states dealt with these problems. Compare and contrast similarities and differences in the way problems were handled. Questions to consider include: - Why were some states likely to employ the same/different solutions? - Were all states equally successful? What are some factors that explain why?

IV. MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

Objectives:

1. To understand how the colonists were able to unite against British power to win a major military and political victory

2. To understand how events on the national level influenced and affected New Yorkers

Content Outline:	Major Ideas:	Model Activities:
A. Strategies of the Principal Military Engagements 1. Washington's leadership 2. New York as the object of strategic planning 3. Evolution of the War from the North to the South: Lexington and Concord to Saratoga to Yorktown	The importance of sectional interests was supplanted by a need for cooperation in the war effort, resulting in greater INTERDEPENDENCE.	Ask students to trace the progress of the war from its beginnings in New England to its later action in New York and then the South. Have students pay limited attention to the significant battles and more attention to the effects of those battles and campaigns on the participants, on people living in the areas where they took place and on family members who remained at home. Numerous soldiers' accounts were published during the Bicentennial and offer a combatant's view of the drudgery, training, difficulties, fun, terror and occasional horrors of the war. One resource for this period is the annual list, "Notable Children's Trade Books in the Field of Social Studies" published by the Children's Book Council, 67 Irving Place, New York, New York 10003.
B. Role of the Loyalists 1. In New York City	People often seek others who share their <u>beliefs</u> and <u>values</u>. POLITICAL PARTICIPATION	Students might examine the question of their own feelings on this issue. Encourage them to write out the position they would have taken on the issue of "Patriot or Tory."
2. Colonists of Nova Scotia, Quebec and Prince Edward Island did not join the Revolution a. Refuge for Loyalists b. Staging ground for attacks on New York's patriots	Individual <u>choice</u> often led to divisions within families and communities.	

Content Outline:	Major Ideas:	Model Activities:
C. The Outcome of the War Was Influenced by Many Factors 1. Personalities and leadership 2. Geography 3. Allocation of resources 4. Foreign aid: funds and volunteers 5. Role of women, Blacks and Native American Indians 6. Haphazard occurrences of events: the human factor 7. Clash between colonial authority and Second Continental Congress	The American Revolution began and proceeded haphazardly. Its patterns are clearer in retrospect than they were to the people directly involved.	Chance, luck and one person's distaste for another person have always affected human behavior. Examples from the Revolutionary Era can be brought forth by the following questions: - Why did Benedict Arnold go over to the British side? Was it possible that he disliked Burgoyne so much that he deliberately failed to help him? - Why might soldiers have wanted to go home in the spring? Why has the winter at Valley Forge achieved such a prominent place in American folklore? - Were there more advantages than disadvantages for the British to use Hessian mercenaries? - Why would some Americans fight on their own colony's territory but would not cross the border into a neighboring colony to fight?

V. ECONOMIC, POLITICAL AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION

Objective:

To understand how a revolution can have a profound effect on the economic, political and social fabric of a nation

Content Outline:	Major Ideas:	Model Activities:
A. On the National Level 1. Britain gave up claims to govern 2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence 3. American economy was plagued by inflation and hurt by isolation from world markets	Victory over Britain in the Revolutionary War produced few immediate CHANGES. More significant developments took a longer time to mature.	Use a case study to examine some aspect of economic, political or social change caused by the Revolution. Possible guide questions include: - What steps did Great Britain take to make life easy/difficult for the new nation? - Why did some states free their slaves or not free their slaves immediately? What happened to slaves who were freed? Where did they live? Were they treated fairly?
B. In New York State 1. The effects of the American Revolution on the Iroquois Confederacy 2. Disposition of Loyalist property 3. A republican ideology developed which emphasized shared power and citizenship participation	The future of New York was determined by its responses to the CHANGES wrought by the Revolution. Loyalty to the nation became more important while loyalty to the local community and state became less important but remained significant.	- How bad was inflation? What were some comparative prices of common commodities in 1775 and 1785? What did traders do to get access to world markets? - What happened to the Iroquois Nation and other Indians when the war was over? Were there differences in the ways in which various nations were handled? - What happened to the land and other property the Loyalists left behind? Were they treated fairly? - Who were the leaders at the start of the war and what happened to them during the war? Who were the leaders at the end of the war?

Content Outline:	Major Ideas:	Model Activities:
C. In the Western Hemisphere		The class could divide into small groups to compare the American Revolution with that of one other nation (i.e., European, Latin American, African, and/or Asian) which proclaimed similar and/or different ideals and goals. Each group could examine one comparison and give a brief report to the rest of the students.
1. Britain did not accept the notion of American dominance of the hemisphere		
2. The remaining British colonies in Canada strengthened their ties to Great Britain	The emigration of thousands of Loyalists from the United States to the remaining British colonies in Canada helped to sharpen the differences between the two **regions** and to influence the future of United States-Canadian relations.	
3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule	The political **ideology** of the American Revolution prompted immediate as well as long-term concern for political **freedom** and HUMAN RIGHTS issues in many places throughout the world.	

Unit Summary Activities:

1. A chart could be constructed to show the historic, economic, political and social influences of the American Revolution. It might include the elements of a time line. Emphasis should be placed on the interrelationships among these factors.

2. Some students might examine songs or paintings from this period to look for the feeling of the composers or artists concerning the economic, political or social conditions of their time.

3. Students could examine the role of tensions between Protestants and Catholics in keeping a sizable portion of the British holdings in Canada loyal to the crown. They should discuss how this situation was different from that found in the thirteen American colonies. Why was it so different?

UNIT 4 Experiments in Government

UNIT GOALS By the end of this unit, the student will be able to:

1. describe and analyze major historical factors in the development of the political system of the United States

2. value and appreciate the principles and ideals of a democratic system based on the premises of human dignity, liberty, justice and equality

I. THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD

Objective:

To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation

Content Outline:	Major Ideas:	Model Activities:
A. Need for a Formal Plan of Union 1. Historical precedents: the Iroquois Confederacy, the Albany Plan of Union 2. Development of state constitutions 3. Inadequacy of Continental Congress as a national government	**POLITICAL PARTICIPATION** A constitution is a plan of governmental organization and process which is usually, but not always written.	Unit Four focuses on the evolution of a formal governmental structure for the new country and New York State. Whenever and wherever possible, stress the social history theme, POLITICAL PARTICIPATION, in developing lessons and activities to help students understand and appreciate the difficult task of establishing both state and Federal governments.
B. Development of a Formal Plan of Government 1. Draft and debate in Congress, 1776-1777 2. Ratification by the states, 1778-1781 3. Period of operation, 1781-1789	Diverse groups attempted to develop and organize a government.	
C. The Structure of Government under the Articles of Confederation 1. Congress was the only branch of government 2. Each state had equal representation	The United States under the Articles of Confederation was a loose union of independent **semi-nations** bound together in a "league of friendship."	Have students construct a chart or diagram comparing the powers of the national government to the powers held by the state governments under the Articles of Confederation.

Content Outline:	Major Ideas:	Model Activities:
3. Congress's power under the Articles included: a. Making war and peace b. Conducting foreign and Native American Indian affairs c. The settlement of disputes between and among states d. Issuance of currency and borrowing		In order to demonstrate how the Confederation was different from the United States as we know it today, students should attempt to resolve a current national issue as it would have been attempted under the Articles of Confederation.
D. The Articles Suffered from Many Weaknesses 1. Indirect representation 2. No coercive power; decisions more advisory than binding: e.g., Shay's Rebellion 3. Lack of national executive and judicial functions 4. Lack of taxing power 5. Difficulty in passing legislation	The Articles of Confederation had several major weaknesses which greatly limited their success in governing the new nation.	Through role-playing, students could get an awareness of what running a government would be like without clear-cut executive and judicial authority. Current national or international concerns could be used as case studies, with students attempting to cope with the concerns as if the Articles of Confederation were governing the United States today.
E. The Articles Did Have Several Achievements and Contributions 1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787 2. Developed the privileges and immunities of citizenship 3. Developed the concept of limited government	Under the Articles of Confederation the concept of common CITIZENSHIP in one nation-state, shared by the citizens of several states, was developed. SCHOOLS AND EDUCATION	The Land Ordinance of 1785 and the Northwest Ordinance should be studied in detail as examples of exceptionally progressive legislation, given the time and circumstances. Particular attention should be paid to the impact that these acts had on the future of the United States.

II. THE NEW YORK STATE CONSTITUTION OF 1777

Objective:

To understand the earliest formal structure of the New York State government, as expressed in the first New York State constitution

Content Outline:	Major Ideas:	Model Activities:
A. Adopted by Convention without Submission to Popular Vote 1. Included Declaration of Independence as part of text 2. Influence of leaders such as John Jay B. Chronology of the Document 1. Draft and debate in convention, 1776-77 2. Period of operation, 1777-1822	The **state** as a political entity assumed a somewhat different meaning with the birth of the United States. Instead of having virtually the same meaning as **nation**, it came to mean a **semiautonomous** unit within a **nation**.	Students should make a determination of the ways in which New York State was like and unlike a nation in the early national period and ways that it is like and unlike a nation today.
C. Form of Early State Government 1. Similar to colonial government 2. Governor with limited authority and 3-year term	**Bicameral legislatures**, with upper and lower houses, represent a deeply rooted tradition in Western governmental practice. New York State reflected this **tradition** in its first constitution before the Federal government did.	The question of bicameralism versus unicameralism should be discussed in very preliminary form, to be discussed again only after students have had more background in government.
3. Inclusion of rights and liberties 4. First system of State courts	Many of the **rights** not included in the United States Constitution until the Bill of Rights was added were written into the original New York State constitution.	Students should examine the rights and liberties granted in the first New York State Constitution and discuss them in the context of their time. The discussion should also include the limitations placed on voting - to be discussed in the context of 1777 and later times.

Content Outline:	Major Ideas:	Model Activities:
5. Limited franchise	**Suffrage** was not always granted to all members of **society**.	
6. Bicameral legislature: Senate - 4-year term; Assembly - 1-year term		
D. Effectiveness		Students might use A Study Guide for Constitutions in Effect in New York (State Education Department, Albany, NY 12234) to compare the 1777 constitution with later ones, including the current one. This study guide is available by writing to: Publications Sales Desk, New York State Education Department, Albany, New York 12234.
1. Smoother functioning than national government under the Articles of Confederation	The New York State **constitution** was a written plan for organizing the functions of State government.	
2. Cumbersome administrative procedures		
3. Excessive use of veto procedures		Copies of the present New York State constitution and up-to-date amendments to it can be obtained by contacting: Director of Information Services State of New York Department of State Albany, New York 12231
4. A model for the United States Constitution of 1787	The first New York State constitution served, along with a number of other documents, as a model for the development of the United States Constitution.	

III. THE WRITING, STRUCTURE AND ADOPTION OF THE UNITED STATES CONSTITUTION

Objective:

To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place

Content Outline:	Major Ideas:	Model Activities:
A. Annapolis Convention, 1786	The unusual concentration of talent and **leadership** present in the early years of the United States was a major factor in the successful launching of the new **nation**.	Students can write an analysis of the personal side of leadership, using the founders as case studies. Students can research the lives of one or more of the individuals involved and write interpretative essays which try to uncover the basic ingredients of positive leadership, without over-idealization of the subjects.
1. Impracticality of correcting weaknesses in Articles of Confederation		
2. Need for an improved form of government without losing key elements of a new philosophy of government	A republican form of government emerged to place the **citizens** at the focal point of a new and unique **democracy**.	
3. The decision to write a Constitution		
B. Constitutional Convention: Setting and Composition		
C. Major Issues	The government established by the United States Constitution combines strength and limitations, with an upward, rather than downward, flow of POWER.	For the years commencing with the time of this syllabus through 1989, particularly the period between 1987 and 1989 when the Bicentennial of the United States Constitution is being observed, connections with commemorative events should be made whenever and wherever possible. You should be aware of the calendars of commemorative events and make appropriate plans to participate.
1. Limits of power: national versus state		
2. Representation: slaves and apportionment		
3. Electoral procedures: direct versus indirect election		
4. Rights of individuals		For more information about State bicentennial events contact: Commission on the Bicentennial, Room 9D30, CEC, Albany, NY 12230.

Content Outline:	Major Ideas:	Model Activities:
D. The Need for Compromise 1. The issue of a "Federal" or a "national" government 2. The Great Compromise over representation 3. The three-fifths compromise on slavery 4. The commerce compromises	The Constitution has often been described as a "bundle of compromises," a quality which is part of the document's strength.	Students should reenact the great debates that took place during the Constitutional Convention. There should be careful researching of the debates and meaningful simulations, rather than just mouthing the phrases. This activity should not be formal team debating, but should occur in an assembly-like setting, similar to that of the original convention. Biographies of Jefferson, Washington and others could be used to foster student understanding of the period and the major issues.
E. The Underlying Legal and Political Principles of the Constitution 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights	The United States Constitution was an advanced **revolutionary** plan of government in its time and remains so today. The Constitution represents the embodiment of the belief in **human dignity**, **liberty**, JUSTICE and EQUALITY in theory, but not always in practice.	While recall knowledge of the Constitution as a document is useful, participatory citizenship requires a more in-depth understanding of the principles built into the Constitution. Many commercial materials, when selected wisely, develop several types of learning and thinking skills which lead to this level of understanding.
F. The Constitution and the Functioning of the Federal Government 1. The preamble states the purpose of the document 2. The structure and function of the legislative, executive and judicial branches (Articles I, II, III) 3. The relation of states to the Federal union (Article IV)	The United States Constitution states the purpose, functions and limitations of the Federal government.	Possible activities include: - Development of student-centered activities that reflect key principles of the Constitution in everyday situations. - Devising of alternative forms of government that reflect the same principles with different structures.

Content Outline:	Major Ideas:	Model Activities:
4. Assuming the responsibility for a Federal system (Article VI)		- Review the State Education Department publication Toward Civic Responsibility (1978) for many other appropriate and worthwhile activities. Available from: Publications Sales Desk, Room 164 EBA, Albany, NY 12234.
G. The Constitution as a Living Document 1. The elastic clause and delegated power facilitate action 2. Amendment procedure as a mechanism for change (Article V)	The United States Constitution has endured, with relatively few modifications, because of built-in procedures which accommodate CHANGES in American society.	
H. The Evolution of an "Unwritten Constitution" 1. Political parties 2. The President's cabinet 3. President's relation to Congress 4. Committee system in Congress 5. Traditional limitations on Presidential term	As American society CHANGED, a series of practices and procedures evolved into an "unwritten constitution."	
I. The Ratification Process 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention a. Federalists-Hamilton b. Anti-Federalists-Clinton 4. Formal ratification of the Constitution and launching the new government	Acceptance of the Constitution by the states was by no means certain and was difficult to achieve in several cases.	

Content Outline:	Major Ideas:	Model Activities:

5. The personal leadership of people like: Washington, Franklin, Hamilton, Madison

Unit Summary Activities:

1. In small groups, have students prepare lists of positive and negative aspects of each of the following: the Articles of Confederation, the Constitution of New York State, the Constitution of the United States. Each group could concentrate on one of these topics and report to the class. The teacher could attempt to point out the connections between and among these documents.

2. Students could write essays in which they analyze how the Constitution of the United States is based on the premises of human dignity, liberty, justice and equality. Have them consider how this may not have been so true for women and minorities at that time and later.

3. Research projects based on individuals from the period can help to develop specific research skills. Teachers could emphasize the difficult personal and public decisions faced by people like Jefferson, Burr, Madison, Livingston and others of this period.

4. There were no women or representatives of minorities directly involved in the writing of the Constitution. Have students do research on the social milieu of the time to determine why women and minorities were not present. Have students examine the Constitution and decide how it might have been written differently had women and minorities been fairly represented.

UNIT 5 Life in the New Nation

UNIT GOALS By the end of the unit, the student will be able to:

1. describe and analyze major historical factors in the development of the United States
2. participate as an informed citizen in the political system of the United States
3. discuss the nature and effects of change on societies and individuals
4. explain how societies teach individuals to live within specific value systems

I. NEW GOVERNMENT IN OPERATION

Objectives:

1. To understand how the new nation established itself and began to operate
2. To understand how political parties emerged as a response to concerns at the local, state and national levels

Content Outline:	Major Ideas:	Model Activities:
A. Washington as President: Precedents	Victory in the Revolution helped ensure the idea that this was a republic wherein each CITIZEN had obligations and a duty to participate in the POLITICAL SYSTEM.	Students might examine Washington's "Farewell Address." They should analyze it for his position on foreign policy. Using a current foreign policy issue, students should hypothesize about how Washington might have responded. Foreign observers in particular were struck by an American emphasis on equality, opportunity, liberty and individualism. Students should read excerpts from the writings of these observers.
B. Establishing Stability 1. Hamilton's economic plan 2. The Whiskey Rebellion 3. Preserving neutrality: the French Revolution, Citizen Genet, Jay and Pinckney Treaties 4. Political parties		Explain the issues of the 1786 and 1800 Presidential campaigns, with particular emphasis on the campaign rhetoric. You may wish to highlight the development of political parties in New York State, noting especially, parties that developed locally as a response to local issues.

Content Outline:	Major Ideas:	Model Activities:
5. Election of 1800 6. Judicial review		In developing a case study for the local level, select a prominent issue from the early 1800s. Select materials which allow students to see the issue through the eyes of residents of their particular community as well as through the eyes of the candidates for statewide office. Possible topics include: - Canals in Central and Western New York - Immigrants - Nativism - Location and construction of roads - Anti-Masonic movement
C. Expanding the Nation's Boundaries 1. Pinckney Treaty with Spain 2. Louisiana Purchase	The first years of the new nation saw a series of trials and tribulations which vastly expanded the country's territorial boundaries and helped establish future goals and practices.	Examine some boundaries and evaluate and analyze how and when they were determined. Discuss interactions that are required to achieve boundary agreements. What factors might have gone into these decisions? Have students examine a map of settlement and the conflicting claims of the new nation.
3. War of 1812: guaranteeing boundaries	Despite the fact that the War of 1812 was a peculiar war in terms of its issues, it did act to make America a stronger and more unified nation.	Have students analyze songs like "The Battle of New Orleans" for problems of supplies and geography.
4. Monroe Doctrine: sphere of influence 5. Purchase of Florida 6. Native American Indian concessions and treaties	In an attempt to reinforce a rising national spirit, American leaders issued unenforceable warnings to much stronger European POWERS.	

Content Outline:	Major Ideas:	Model Activities:
D. Challenges to Stability		
1. French and English trade barriers and the Embargo Act		
2. War of 1812: second war for independence		
E. The Era of Good Feelings	Political and economic developments following the War of 1812 contributed to a false sense of national unity and stability.	
1. Clay's American System		
2. Internal expansion: new roads, canals and railroads	Expansion led to **migration** of people to different parts of the country. They took with them the **values**, **beliefs** and life-styles of their previous homes.	
3. Protective tariffs		
4. National assertions: Marshall's decision		
5. Extension of slavery by the Missouri Compromise		
6. Threats to Latin America: the Monroe Doctrine		
7. Disputed election of 1824		

II. THE AGE OF JACKSON

Objectives:

1. To understand how an American consciousness began to develop during Jackson's administration

Content Outline:	Major Ideas:	Model Activities:
A. The Age of the "Common Man" 1. Expansion of suffrage 2. Citizenship 3. Election of 1828 4. Jackson: man, politician, President 5. The "spoils system" 6. New political parties	The election of Jackson to the Presidency ushered in a new era in American political, economic and social development. While **suffrage** was expanded to include most adult white males, it did not extend to women, blacks or Native American Indians.	Despite being disenfranchised, women and minorities made significant contributions to the establishment of the new nation. Have students research and analyze the contributions made by: - women - blacks - Native American Indians - ethnic minorities Examine how certain political parties appealed to special interests.
B. Jackson's Native American Indian Policy Reflected Frontier Attitudes 1. Some Native American Indians resisted government attempts to negotiate their removal by treaty 2. Government policy of forced removals (1820-1840) resulted in widespread suffering and death 3. Native American Indian territory 4. Canadian governmental policies toward the Native American Indians in Canada	Throughout this period, government policy toward Indians showed a lack of EMPATHY and no concern for HUMAN RIGHTS.	There are a number of written accounts and documents from this period in American history. The teacher should select and present several examples that represent the points of view of a variety of people and/or groups, e.g., Native American Indians, government officials, pioneers, settlers, soldiers. Ask students to analyze and evaluate Jackson's policy from the perspective of these individuals/groups.
C. Intensifying Sectional Differences 1. Protective tariff, 1828	The question of states' rights was a major **constitutional** issue dealing with POWER.	John C. Calhoun's speeches could be used to give the students one position on this issue.

Content Outline:	Major Ideas:	Model Activities:
2. Nullification controversy, 1828, 1832 3. Clay's compromise tariff, 1833		The Constitution should be used throughout this unit - particularly Articles I, II, IV and VI as well as Amendment X. Have students learn where they can look for answers to questions about the powers of the President, Congress and the states. Then have them apply what they know to specific problems, such as: - What, if anything, in the Constitution might lead someone to believe a state could say it would not obey a law passed by the Federal government? - What, if anything, might lead someone to believe the opposite? - Given conflicting interpretations of the Constitution, how could the conflict be resolved?
D. War on the Bank and Its Impact 1. Veto of the rechartering of the National Bank 2. The Bank War 3. Species circular, 1836 4. Panic of 1837	Jackson's dispute with Congress over the National Bank was an important precedent in establishing Presidential POWER.	

III. THE AGE OF HOMESPUN: 1790-1860s

Objectives:

1. To understand the way of life of an agrarian society
2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy

Content Outline:	Major Ideas:	Model Activities:
A. Portrait of the United States, 1800 1. Agriculturally based economy 2. Urban centers on the coast 3. Poor communication and transportation systems 4. Self-sufficient 5. Regional differences	**LABOR AND WORK PATTERNS**	Students could examine pictures and/or drawings of agricultural machinery as it evolved during this time. Questions could be raised dealing with cost of the machinery and its impact on the cost of agricultural products.
B. Patterns of Community Organization, Work, and Family Life in Agrarian America	**HOME AND FAMILY LIVING** CHANGE in traditional patterns of community, family and working behavior took place slowly.	Compare the variety of patterns found here with those of the Iroquois and Americans in colonial times.
C. Technological Changes Altered the Way People Dealt with One Another 1. Improved transportation made travel and communication easier 2. Greater ties between communities were possible	Regional interaction increased with improvements in transportation and communication. While TECHNOLOGY made life easier in some respects and made many things less SCARCE, it also had unintended effects on the way people lived.	Discuss how communities are tied to one another; Albany and New York City may be used as examples. What relationships are there between them? How did these relationships develop and why? Have students prepare maps of regional settlements in conjunction with the routes of various modes of transportation. Have them try to determine which places grew as a result of transportation improvements. Use maps to demonstrate the expansion of turnpikes, canals, shipping, railroads and highways for selected periods (e.g., 1783-1914) at both the national and State levels.

Content Outline:	Major Ideas:	Model Activities:
3. The Erie Canal and its impact a. Reasons for building the Erie Canal b. Technology involved in the construction c. Types and sources of labor: ethnic and racial labor force d. Results of building the Erie Canal	The Erie Canal had an important impact on the growth and development of New York State. Events in one area often had impact on other regions.	Students could list the populations of Buffalo, Rochester, Geneva, Auburn, Syracuse and Binghamton in the years 1800, 1820, 1840 and 1860. Have the students generate questions and statements which deal with the impact of the Erie Canal.
D. The Impact of Early Industrialization and Technological Changes on Work and Workers, the Family and the Community 1. An increase in the production of goods for sale rather than personal use 2. Increased purchasing of what was formerly produced at home 3. A new work ethic emerged	**LABOR AND WORK PATTERNS** Economic growth brought about fundamental CHANGE in the ways Americans conducted their personal and private business. People often derived part of their IDENTITY from the work they did.	To acquaint students with the realities of life in the Age of Homespun, present them with a variety of sources from which they may draw some understanding of daily living in the period. Include several of the following: - A list of factory work rules; the diary of a person who worked in an early factory. - Two accounts of people responding to the new work ethic, one of whom embraced it and another who did not wish to give up a more traditional way. - A floor plan of a typical middle-class house. - An excerpt from any of the several advice books for women.
E. Family Roles Changed, Affecting Society in General 1. Greater emphasis on nuclear family unit 2. Changing role for women 3. Childhood became a more distinctive stage of life 4. Private agencies assumed many traditional functions of the family	**HOME AND FAMILY LIVING** As the economic and POLITICAL SYSTEM of the nation changed, there was a corresponding need for the restructuring and redefinition of the American family. **LIFE CYCLES . . .**	- An account of growing up at this time. - School records and excerpts from a school book. If possible, plan a field trip experience to one of the several restored villages/communities throughout the State and surrounding area. Many communities have a historical museum or restored homes which would also serve the same purpose.

Content Outline:	Major Ideas:	Model Activities:
F. Slavery and the Abolition Movement 1. Review the institution of slavery 2. The meaning and morality of slavery 3. Abolition movement a. Leadership (Tubman, Garrison and others) b. Activities (e.g., underground railroad) 4. Abolition in New York State 5. Canada's role 6. Effects of abolition	While the practice of slavery was not new, it developed unique qualities and characteristics in the colonies and the United States. While slavery affected every aspect of the social institutions of both whites and blacks, its greatest harm lay in its denial of freedom and lack of concern for basic HUMAN RIGHTS.	Many activities could be introduced here to encourage the students to think about the everyday life of a slave and slaveholder. Excerpts from any number of published accounts, such as the one by Frederick Douglass, would be appropriate. Newspapers of the day would be an excellent source of information about the abolitionists. Local resources could be used where they are available.
G. Social Changes 1. Religious revival 2. Women's rights 3. Mental hospital and prison reform 4. Education 5. Temperance	**RELIGION AND RELIGIOUS ACTIVITY** **HOME AND FAMILY LIVING** **CRIME AND PUNISHMENT** **POLITICAL PARTICIPATION** **SCHOOLS AND EDUCATION**	Investigate early educational plans for children who were blind and/or deaf.
H. An American Culture Begins to Emerge 1. Literature 2. Art	**LITERATURE, THE ARTS AND MUSIC** The literature, art and music produced by people reflect the ideas and values of the society they live in.	Select and analyze representative works (i.e., example of the Hudson River School of Art, the writings of Thoreau, Cooper, Irving, Melville, Poe and others) to share with the class. Ask students to explain how the works characterized the American people during the Age of Homespun.

Content Outline:	Major Ideas:	Model Activities:
	Cultural development occurred as social systems developed, but there were significant regional variations.	Examine regional differences in the development of culture as shown through the arts of these periods. Discuss why such variations might exist and whether or not they still exist today.
I. Portrait of the United States, 1860	The spatial extent of land use in communities CHANGES over time in response to CHANGES in TECHNOLOGY.	To acquaint students with the realities of life in the Age of Homespun, present them with a variety of sources from which they may draw some understanding of daily living in the period. You might include several of the following:
1. Growth brought about many changes a. The size and shape of communities b. Environmental impact due to development of natural resources and industry c. The diversity of people within the larger community d. The ability of the political system within communities to deal with deviance e. The Age of Homespun took place in different places at different times	While growth became an important community goal, it brought about a conflict between desire for CHANGE and a traditional wish for stability. Societies encourage individuals to follow the values of the society in general. CRIME AND PUNISHMENT	- Newspaper ads for products and tools; account books. - Inventories of what several different families owned. - Family budgeting information. - Pictures and written descriptions of farms, shops, small factories and homes which produced goods for sale.
2. The North a. Industrial base b. Increasing population c. Urban centered	Though agriculture was the mainstay of the economic system of both the North and South, the two sections took on different economic characteristics.	Have the class discuss excerpts from newspapers or other primary sources of this period. Emphasis could be placed on the major political issues of the day as seen by the common man.
3. The South a. Agricultural base (cotton) b. Impact of Industrial Revolution on agriculture c. Increasing slave population		Compare and contrast the agrarian South with the industrial North. Focus on the effects each system had on the environment. Which was preferable in the short run? in the long run?

Unit Summary Activities:

1. Conduct a case study of the impact of the Erie Canal and economic growth on the local or surrounding community.

   Students should use materials which permit them to:

   - Map the growth of the area and changes in the habitat, including the impact these changes had on the environment.

   - Focus on several specific families, one which lived in a rural community. Other families should come from a nearby urban center (one of middle-class family, another of a working-class family).

   - Use newspaper, diaries, letters and other local resources to examine how people reacted to the Erie Canal, the impact the Canal had on the economic and social fabric of the area, and a significant local issue (such as the revivals of the 1830s).

2. Students could develop projects using the social history "postholes" of the program to demonstrate the theme of change. Students might also describe how change influenced the individual and society during this period in history.

UNIT 6 Division and Reunion

UNIT GOALS **By the end of the unit, the student will be able to:**

1. describe and analyze major historical factors in the development of the United States
2. discuss the nature and effects of change on societies and individuals

I. UNDERLYING CAUSES OF THE CIVIL WAR

Objective:

To understand the series of events and resulting conditions which led to the American Civil War

Content Outline:	Major Ideas:	Model Activities:
A. Territorial Expansion and Slavery 1. The secession of Texas, 1836 2. The Mexican War, 1846-48 3. Oregon Territory 4. The westward movement	One country's good intentions are not always perceived as being good by other countries.	Students could examine maps showing the Westward expansion of the pre-Civil War period.
B. The Emotional Impact of Slavery 1. Uncle Tom's Cabin 2. John Brown's raid on Harper's Ferry 3. Fugitive slave laws	Many Americans believed that **slavery** was a moral wrong and should be replaced by **freedom** and respect for HUMAN RIGHTS. But these people had little real POWER beyond the impact of their words and the emotions they aroused in others.	
C. Failure of Political Compromise 1. Compromise of 1850 2. Kansas-Nebraska Act, 1854 3. Founding the Republican Party, 1854-56	Because Northern and Southern leaders misjudged each other's intentions and failed to reach agreement on the issue of **slavery** in the territories, **civil war** became inevitable.	Before studying the election of 1860, have students review the major issues which interested and excited Americans in various sections of the country.

Content Outline:	Major Ideas:	Model Activities:
4. Lincoln-Douglas debate, 1858 5. Election of 1860 6. Firing on Fort Sumter, 1861		Conduct an election campaign in class with students representing the major candidates. (If possible, work with other classes and have each one represent a candidate.) Compare what happens in the class with the actual 1860 election.

II. THE CIVIL WAR BREAKS OUT

Objective:

To understand the development and progress of the Civil War

Content Outline:	Major Ideas:	Model Activities:
A. The Presidency of Lincoln 1. Personal leadership 2. Opposition 3. Emancipation Proclamation	In a democracy, political POWER carries enormous responsibility.	Many accounts of Lincoln's personal role in the decision-making processes of the War could be used to help students gain insight into the issues. Conduct a case study dealing with the hard decisions Lincoln had to make as Southern states began to withdraw from the Union. Employ a decision-making model to determine the major problems he had to face, the options open to him, and the possible impact of each option. Have students put themselves in his position and prepare a written draft of a speech he might have given stating what he planned to do.
B. Advantages and Disadvantages of Each Side 1. Advantages a. South 1) Military leadership 2) Commitment of people to preserve their way of life b. North 1) Effective navy 2) Larger army 3) Manufacturing 4) Agricultural production 5) Transportation system 6) Financial capital	The Civil War began partly because of basic differences between the North and South and partly because leaders of each section misjudged the intentions of the other. At the War's start each side was optimistic that the conflict would be brief. Neither side was prepared for war, particularly one that would last a long time.	Have students use: - a textbook account and library resources to prepare a chart listing the strengths and weaknesses of each side at the outbreak of war. - maps, to plot the major battles of the War in terms of their location, the location of major geographic features, and the dates they took place. - excerpts from one or more of the many published diaries written by participants, to determine what it meant to fight in the War. - the photographs by Matthew Brady, to get a visual sense of the War's impact.

Content Outline:	Major Ideas:	Model Activities:
2. Disadvantages a. South 1) Lacked manufacturing 2) Lacked a navy 3) Not prepared for war b. North 1) Lacked quality military leadership 2) Not prepared for war		- songs written during the War, to determine what people felt they were fighting for.
C. The Military and Political Dimensions of the War 1. Geographic factors influenced the War's progress and outcome 2. Major campaigns evolved around a changing strategy on both sides 3. Wartime problems and political issues 4. Foreign policy maneuvering was crucial to the final outcome a. Seward's concern with Mexico b. Emancipation Proclamation as an element of foreign policy 5. Technology of the War	The inability of either side to win quickly, combined with the War's social and economic impact, resulted in major problems in both the North and South.	Discuss why the South would want European support and why a country like England was reluctant to give it. Ask students what parallels existed with the Revolutionary War.
D. New York State in the Civil War 1. Military role 2. Political opposition in New York City	POLITICAL PARTICIPATION Many New Yorkers played a significant role either in the support of or in opposition to the Federal government and its wartime policies.	New York experienced many of the problems felt throughout the country at this time. When using New York in the case study below, compare the New York State experience with what generally happened throughout the country.

Content Outline:	Major Ideas:	Model Activities:
3. Conscription laws and draft riots a. Undemocratic nature of the draft b. Conscription as a factor in racism		Prepare a case study of either the local community or New York City; pay particular attention to: - The involvement of New York troops in major campaigns - The impact on how people lived - People's reactions to Lincoln and his policies - The election of 1864 - The draft

III. RESULTS OF THE CIVIL WAR

Objective:

To understand how the Civil War affected the development of the postwar United States and influenced other countries

Content Outline:	Major Ideas:	Model Activities:
A. The Union is Preserved		Divide the class into groups which will represent President Johnson, the Congress, Southern states and freed slaves. Each group should decide what specific actions the Federal government should take that would best serve its interests and needs in a post-Civil War United States. Armed with this information, each group should review the Constitution to decide what powers of the legislative and executive branches might help it attain its goals. The group should also be prepared to challenge the constitutionality of actions being advocated by other groups. Convene the groups in a Congressional hearing. When all proposals have been made, Congress should vote and send its bills to the President for his approval or veto.
B. Slavery is Abolished 1. The Emancipation Proclamation 2. Civil Rights and the 13th Amendment	War often results in social CHANGE.	
C. Political Power and Decision Making 1. Secession 2. States' rights	While conflicts between the POWER of states and the Federal government have not yet been fully resolved, the Civil War established the Federal government's superior authority.	
D. Reconstruction - Theory, Practice and Termination 1. Lincoln's plan 2. Johnson's plan and Congressional opposition which resulted in his impeachment 3. Congressional reconstruction 4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians	As the victors, Northern political leaders tried to implement their own solutions to the problems which caused the war.	Ask the class to compare what it did with what actually happened during the postwar years. Some major questions to consider: - Did Lincoln have the authority to enforce the Emancipation Proclamation? - Which was a better plan--Johnson's or Congress's? - Why couldn't Congress and President Johnson agree about what to do?

Content Outline:	Major Ideas:	Model Activities:
5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery		- Should Johnson have been convicted after impeachment by the House?
6. The official end of Reconstruction in 1877		- Was Reconstruction a success? If so, who benefited? If not, who lost?
E. The Enormous Human Suffering and Loss of Life Caused by the War	**LIFE CYCLES . . .** **HOME AND FAMILY LIVING** **LABOR AND WORK PATTERNS** **CRIME AND PUNISHMENT**	
F. Events in Mexico and Canada	In addition to causing internal problems in the United States, the Civil War threatened neighboring countries in North America.	Compare the experiences of the United States, Mexico and Canada in the 1860s.
1. European intervention in Mexico results in the "Maximilian Affair"		- What was pulling each apart?
2. British North America Act and the Canadian Confederation		- What was pulling each together?
3. Leaders in both Mexico and Canada feared that once reunited, a new, more powerful United States would attempt to fulfill its "Manifest Destiny" and control the continent		- What, if any, impact did the actions of one have on what happened in one of the others?

Unit Summary Activities:

1. Ask students to examine the United States of 1850 in as many ways as available resources permit and then report their findings to the rest of the class. (They could also compare conditions in the United States fifty years before and today.) For example, they might:

   - Determine its size in square miles, the greatest distance from one part to another and the time it would have taken to get from New York City to some other place.
   - Study its population, how fast it was growing, where people lived and its ethnic composition.
   - Find out how people made a living and how working on a farm compared to working in a factory.

- Look at several prewar Presidential elections to see who the candidates were and what positions they supported.

- Find out what people read, what songs they might have listened to and what messages their art works seemed to convey.

Use this information in addition to information from the past several units to discuss what people in 1850 would have felt were the most pressing issues in their lives.

As an alternative or supplement to this activity, assign students several people of the time to research and then represent throughout the remainder of this unit (Lincoln, Grant, Lee, Jefferson Davis, Frederick Douglass and others). If possible, use local records and include people who left diaries or other accounts of their lives at the time. What were these people doing in 1850? Could you have told from their lives that a major war was coming?

2. Use one or more of the many accounts of slave life to study slavery and its impact on both blacks and whites. One of the best is the Narrative of the Life of Frederick Douglass and To Be a Slave, edited by Julius Lester.

   Expand the look at the United States in 1850 to include a more detailed look at the nation's black population.

   - Where did blacks live?

   - Where did they live as slaves and where did they live free?

   - What was the black population in the North, in the South?

   - How were blacks described in popular songs or paintings?

   As an alternative, use local records to study the lives of blacks in the local community. Some sources include:

   - The Federal census. It listed the race of people in each household. Starting in 1850, it listed each household member by name and gave some information about each person.

   - Town records. They often stated if a person was black. Were blacks treated the same as or different from whites?

3. It is almost impossible to realize what life was like as a slave. Writers like Frederick Douglass left graphic descriptions but we still need to bring our imaginations to bear in order to make those descriptions come to life. Use brief excerpts contained in books on slave life to have students role-play some of the situations slaves faced. One approach is to have a group of students role-play a situation up to the point at which a slave had to make an important decision. Stop the action at that point and have the class discuss what they feel the slave should have done. Then have the group complete its skit with the actual solution the person followed.

   Use charts or graphs showing the number of Southern whites who owned and did not own slaves to establish the fact that only a minority were slave owners.

Popular prints (such as those by Currier and Ives) and political cartoons can be used to show Northern anti-black sentiment.

After examining materials like these, ask students why - if most Southerners did not own slaves and if Northerners were not particularly concerned about black equality - would slavery become an issue important enough to help start a civil war.

Then discuss the idea that the words "free labor" and "slavery" represented something more than what we might take the words to mean. Illustrate this concept with other prints, excerpts from published travelers' accounts or excerpts from Uncle Tom's Cabin.

4. Return to the earlier study of the United States in 1850. The government had some decisions to make about territorial expansion. Its decisions were critical because they might tip the balance of power in the Senate and because they might show which symbol had won the struggle for survival. With this in mind, convene a meeting of the United States Senate, with students representing Northern, Southern, and Western states. Have students examine the issues at stake in the Compromise of 1850 proposal and then either discuss and vote on those or prepare a set of their own proposals. The same procedure could be repeated with the Kansas-Nebraska Act. A useful SED publication on this topic which you may want to refer to is United States History: The Black Perspective, A Guide for Teaching Social Studies, Grade 8, SED, 1970.

UNIT 7 An Industrial Society

UNIT GOALS By the end of the unit, the student will be able to:

1. describe and analyze major historical factors in the development of the United States during the period after the Civil War
2. explain how societies teach individuals to live within specific value systems
3. discuss the nature and effects of change on society and individuals

I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH CENTURY

Objective:

To understand how industrialization led to significant changes in the economic patterns for producing, distributing and consuming goods and services

Content Outline:	Major Ideas:	Model Activities:
A. Problems and Progress in American Politics: Framework for a Changing United States	As the nation became more urban, more industrialized and more INTERDEPENDENT, new problems created a need for a new and more active approach to politics at all levels.	Present students with some basic background data on key problem areas of the period.
1. New problems created a changing role for government and the political system		- Lack of strong national leadership
2. Scandals, depressions and limitations of traditional politics resulted in reluctant change; e.g., civil service		- Scandals in national, state and local government o Credit Mobilier, Whiskey Ring o Erie railroad o Political bossism, the Tweed Ring
3. National politics was dominated by the Democratic and Republican parties but third parties occasionally rose to meet special interests	**POLITICAL PARTICIPATION** People often support a role for government which they think will benefit them most.	- Major social and economic issue o Westward expansion and conflict with the Native American Indians o Social reform movement o Labor movement
4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall		Have the students discuss possible reasons for these problems. Then consider possible solutions. Have students compare these solutions to actual results in later years.
5. Prevailing attitude of noninterference, laissez-faire, as the appropriate role for government, with some regulations to meet excesses		

Content Outline:	Major Ideas:	Model Activities:
B. The United States Developed as an Industrial Power 1. Changes in the methods of production and distribution of manufactured goods a. Transportation developments, 1865-1900 b. Communication developments, 1865-1900 c. Industrial technology, 1865-1900 d. Rise of banking and financial institutions	CHANGES in the methods of production and distribution of manufactured goods caused the United States to develop as an industrial POWER in the half century after the Civil War. **LABOR AND WORK PATTERNS**	Have students prepare maps showing the location and relative sizes of urban/industrial areas in 1850 and in 1900. Graph the industrial work force from 1850 to 1900 and compare its size to the agricultural population and to the size of the nation as a whole.
2. Increase in the number and size of firms engaged in manufacturing and distribution of goods		Select a major industrial entrepreneur of this era (i.e., Carnegie or Ford) and have students study that person's life through biography, quotations, pictures and other sources to highlight major themes.
3. Increase in the number and skill level of workers; new labor markets 4. Expanding markets for manufactured goods 5. The growth and emerging problems of the cities		Pictures, newspaper ads and early catalogs show some of these new machines. Have students use these pictures or ads to decide what the machines probably did, what tools they might have replaced and how they might have affected people's work. Repeat this with a modern machine (e.g., a personal computer).
C. Growth of the Corporation as a Form of Business Organization: Case Studies - Oil, Railroads, Steel 1. One of several forms of business organization 2. Many firms maintained traditional ways of doing business 3. Advantages and disadvantages of a corporation	The corporation developed as a new method of organizing large-scale production for more efficient use of SCARCE resources.	The corporation became a mixed signal of American industrial strength. It represented America's growth, yet was seen by many as too large and uncaring. After listing various ways that companies organized themselves, have students discuss or debate the question of whether the Federal government should have the right to limit the size of business - particularly in a market economy.

Content Outline:	Major Ideas:	Model Activities:
D. Government Response to Industrial Development and Abuses 1. Laissez-faire versus regulation 2. Interstate commerce: state and national control 3. Sherman Anti-Trust Act: bigness as a threat	The new **industrialization** brought a mixture of economic freedom and governmental regulation	Have students use a textbook and supplemental material to construct a time line reflecting this action-reaction phenomenon.
E. Changing Patterns of Agricultural Organization and Activity in the United States and in New York State 1. Unprecedented growth in agriculture 2. Changes in the methods of production and distribution of farm products 3. Efficient use of resources combined with competition and the profit motive to improve methods of production	The patterns of agricultural and industrial development exhibited similar characteristics because they complemented and supported each other.	Students should make maps showing those parts of the country being farmed in 1850 and in 1900. Graph the agricultural population from 1850 to 1900 and compare its size to that of the total population. Examine several tools (such as a steel plow) in detail, consider how they would affect farming techniques and life.
F. Many Significant and Influential Changes Occurred 1. Communities grew in size and number 2. Interdependence increased 3. Decision-making procedures changed 4. Technology advanced 5. Adaptation of, rather than to, the environment 6. Perceptions of time became more formal; e.g., railroad schedules 7. Social Darwinism developed	The CHANGES occurring during the period represented a contrast between **traditional** and modern ways of living. Unchecked **industrialization** set the stage for ENVIRONMENTAL pollution. CHANGE is usually a product of the interaction of several complex factors and events.	In 1876, the nation celebrated its one hundredth birthday. Select several major events which happened in that or an adjacent year. Supply students with materials they can use to examine these events and describe how they illustrate the themes of interdependence, decision making, technology, the environment or time. - The battle of Little Big Horn - The trial of the Molly Maguires - The depression - Local newspapers - A diary - A school book

Content Outline:	Major Ideas:	Model Activities:
8. Political machines influenced daily life	**POLITICAL PARTICIPATION**	Trace some of these events back in time in order to place them in historical context.
G. The Response of Labor to Industrialization	**LABOR AND WORK PATTERNS**	Present students with some primary and secondary sources from the period. Newspapers, pamphlets, literature, music and films could be utilized to give students a sense of the changes that were occurring. Have students develop a series of questions on the early labor movement and working conditions. Invite a community resource person to come into the classroom to talk about the period. As a follow-up, have students conduct oral interviews with some elderly relatives and/or community resource people who lived during the period.
1. Industrialization created a larger work force and more complex work	Industrialization resulted in major CHANGES in the nature of work and the role and tasks of the worker.	
2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled	Increased competition for jobs made the workers' lives more difficult.	
3. Early attempts to unionize the work force met with resistance and failure; e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World	Those in POWER usually resist attempts to CHANGE the power structure.	
4. Roots of modern labor unionism; e.g., the American Federation of Labor		
5. Labor as a reform movement in other aspects of society		Allow students to do research on the role of labor unions in their city or region of New York State.
H. The Response of the Farmer to Industrialization		
1. Expanding agricultural production and railroads		
2. Cheap money and high railroad rates		
3. The Grange and state reforms		

Content Outline:	Major Ideas:	Model Activities:

4. The Populist movement
5. The closing of the frontier
6. Election of 1896

II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE

Objective:

To understand how industrialization altered the traditional social pattern of American society and created a need for reform

Content Outline:	Major Ideas:	Model Activities:
A. The Immigration Experience 1. Two distinct waves, from the 1840s to the 1890s, and from the 1890s to the early 1920s 2. Differences were based on national origins, cultural patterns and religion 3. Similarities included motivations for coming and patterns of community settlement 4. Initial clashes ended in varying degrees of acculturation 5. Occupational and political experiences varied	Many people perceived major differences between the "old" and "new" immigrants but similarities between them outweighed the differences. **Immigrants** tended to settle in **ethnic** communities. Differing theories represent the United States as either a "**melting pot**" or as a "**cultural mosaic**."	Without any prior preparation or background reading, present students with these questions: - Who was likely to come to the United States in the late 19th and early 20th centuries (i.e., what national groups? what types of individuals?) - What may have been some of the reasons for their wanting to leave their native lands? - Why did they want to come to the United States? Working individually or in small groups, students may develop some hypothetical answers to these questions. Brainstorm with the class how they could go about finding answers and what resources they could utilize (i.e., classroom material, the school library/media center, community resources, etc.). Using those resources, students should research the answers to the questions. Then have students present their findings and conclusions in several different ways, including: oral reports, written essays, visual displays, creative writing activities or role-playing.
B. Case Studies of the Immigrant Experience in the United States and in New York State 1. A comparison of European immigrants and the black slave experience	The experience of the immigrants varied with the region of the country in which they settled.	An excellent way to make this period come alive for students is to approach it through the use of literature (novels, poetry, drama, biography), still photographs and film.

Content Outline:	Major Ideas:	Model Activities:
2. Immigrants as rural settlers in the Midwest 3. The Chinese experience in the Far West 4. Mexicans in the Southwest 5. New York City's ethnic neighborhoods 6. French-Canadian settlement in northern New York State 7. Immigration patterns and experiences throughout New York State 8. Immigrants in the local community	**Regions** emerged based upon the settlement patterns of the new immigrants. International migrations often resulted in **cultural diffusion** and/or **conflict** between **ethnic groups**.	This topic provides an excellent opportunity to use the techniques of oral history. Have students devise a series of interview questions and then make contacts with people with immigrant backgrounds and experiences. Use tape recorders to create an oral record for future use. You might also ask a student or a resource person who lived in another country to share their experiences about what it is like to be a "stranger" in a foreign land. Then have students discuss how immigrants to America may have felt.
C. Immigration Patterns in Canada and Mexico: Similarities and Differences 1. In Canada; fugitive blacks and Eastern Europeans 2. In Mexico	Different geographic, cultural and economic realities in Canada, Mexico and the United States resulted in a different immigration experience in each country.	Students in class or school who are immigrants might share their experiences with their classmates by telling about the differences between their native lands and the United States. One possible teacher resource on immigration and the family is the SED publication, Gateway to America: Genealogical Research in the New York State Library, 1982. Available from New York State Library, Cultural Education Center, Albany, NY 12230.
D. America Becomes an Increasingly Mobile Society 1. Motivated by new economic opportunities 2. Changing patterns of movement; e.g., blacks begin to move North 3. Westward settlement	Because the expanding **market economy** created economic opportunities in both the agricultural and industrial segments, people often moved to take advantage of the opportunities.	Students might examine population maps of this period to discover the rapid settlement of the West. Computer simulations are available to allow the students to be exposed to some aspects of the settlers' experience.

Content Outline:	Major Ideas:	Model Activities:
4. The "disappearance" of the frontier		
5. Effects of Federal policies on Native American Indians		
E. America Developed as a Consumer Society	Industrialization brought about CHANGES in how people supplied their needs and satisfied their wants.	Use reproductions of newspaper ads from the late 1800s to have students determine how people got their food, the types of foods they might have eaten, how it was prepared and the roles local merchants or companies played in the production or distribution of food. City directories and local maps can be used to find their locations and to determine such things as whether meat was shipped in and then slaughtered, raised and prepared locally, or prepared elsewhere.
1. Improved standard of living increased consumption		
2. Greater variety of goods available		
3. Continually rising expectations	STYLES AND FASHIONS	
F. The Modern Family Emerges	The modern family represented a new middle-class vision of what the family should be like. This vision differed from and was sometimes in conflict with more traditional beliefs about family life.	
1. A nuclear family structure with fewer children		
2. Traditional family functions endured in rural areas but in urban areas some of these functions began to shift to humanitarian agencies; e.g., the Settlement House Movement, the Red Cross	HOME AND FAMILY LIVING	
G. Leisure Activities Reflected the Prevailing Attitudes and Views of the Time	LEISURE AND RECREATIONAL ACTIVITY	Have student groups research in depth a particular leisure activity from the period and report their findings to the class. If time permits, have students teach the rest of the class how to do the activity - particularly in the case of fads. Discuss what these activities had in common, how they compared with preindustrial leisure activities and how they compare with leisure activities today.
1. Greater variety of leisure activities became available as less time was spent on work	During this period, there was an underlying conflict between modern and traditional patterns of leisure and leisure as personal improvement or as a way of being distracted from the problems and pressures of life.	
2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role and reliance on experts		

Content Outline:	Major Ideas:	Model Activities:
		In a class discussion, have students identify some of their favorite leisure activities. List them on the board. Analyze several examples in terms of their organization, use of technology, the role of the individual involved (passive versus active) and the degree of emphasis on experts and expertise. Have students do the same with some of their own favorite leisure activities. Then ask them to consider what purpose it serves for them. Is it personal improvement or distraction? Other questions to consider: - Is the chosen activity meeting their needs? How? - What are some alternatives? - Does anyone else benefit from their activity? Who? How? - Do leisure activities change as we grow older? Examine several activities at different ages: preschool, teenager, young adult, elderly. - How does technology affect today's activities? Does it broaden or lessen the scope for persons with disabilities? Is there concern today to accommodate the needs of persons with disabilities? Is this a new concern?

III. THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY

Objective:

To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions

Content Outline:	Major Ideas:	Model Activities:
A. Social Ills 1. The Muckrakers - exposing corruption and abuses in industry, government and urban living conditions 2. Fighting racial discrimination, e.g., the formation of the NAACP 3. Prohibition and the 18th Amendment	**Traditional** interpretations of the Constitution limited the ability of the Federal government to regulate the nation's economy and to pass needed social legislation.	Individual students could examine a broad topic in this era. Topics could include: - Social - black rights, immigrants, housing, women's rights, rights of the disabled - Economic - monetary policy, income tax, tariffs - Political - civil service, Supreme Court cases, Progressivism
B. Efforts to Reform Government and Politics 1. Need for responsive government; e.g., primary elections, the initiative; the referendum, the recall election 2. Progressive leaders; e.g., LaFollette, T. Roosevelt, Taft, Debs 3. The Socialist Party challenges the political establishment 4. Direct election of Senators - the 17th Amendment 5. Women's Suffrage - the 19th Amendment	Reaching an ideal **democracy** is an ongoing process of improving our NATION. **POLITICAL PARTICIPATION**	For each specific topic, have students do the following: - Find background information - Describe the conditions at that time - Examine proposed solutions and/or attempts at eliminating the problem - Evaluate the effects or outcomes Encourage creative presentations including oral, visual and dramatic components as well as written. As a follow-up, discuss how the role of government and the function and power of political parties changed.

Content Outline:	Major Ideas:	Model Activities:

C. Economic Reform Efforts

1. Labor-related legislation; e.g., minimum wage laws, workmen's compensation insurance, safety regulations, child labor laws

2. Prosecuting trusts

3. Government regulation of the railroads

4. The Federal Reserve Act

5. Graduated income tax - the 16th Amendment

Unit Summary Activities:

1. Divide the class into four groups. Assign one of the following topics to each group: economic change; political change; change in family; and changing work patterns. Have each group generate a list of reasons why their topic was the most important factor in the development of the United States in this period. After their lists are done, have them decide which are their three best statements. Allow them to present and defend these to the entire class. Make a list on the blackboard or overhead. The teacher should guide the class toward an understanding that change is the result of the complex interaction of all of these forces.

2. The unit should emphasize the interrelationships between national trends and events on one hand and regional life on the other. The latter should be illustrated with case studies drawn from local resources, biographies and autobiographies, paintings, photos, short stories and excerpts from novels, newspapers, catalogs, testimony before political and social organizations, songs, census reports and maps. If possible, use this material to reconstruct a history of the local community and the lives of its people.

3. When appropriate, integrate the arts into the unit. Contemporary fiction, vaudeville, shows such as those put on by Buffalo Bill, and amusement parks, for example, tell a lot about how people lived and what they thought was important. They also illustrate many of the major characteristics of modern society as a whole and the interdependence of its parts. (Amusement parks, for example, were often built by the same people who built trolley lines - in order to increase ridership.)

4. Begin by having students brainstorm all the ways their lives would change if the telephone did not exist. Consider the effects on the home, business and industry and the overall community.

   Next, have students discuss the positive and negative results of the invention of the telephone.

   Consider the significance of the invention and relate this to the major changes occurring during this period.

Provide students with background information on the technological changes that occurred throughout this period. Discuss some positive and negative aspects of several changes. For example, you might consider:

- Electrical lighting
- Motion picture camera
- Practical photography
- The typewriter
- Barbed wire
- Improvements in steel production
- Improvements in railroading

Have students consider why these technological inventions and innovations resulted in the rapid and widespread growth and change that characterized the period, i.e., rise in consumer consumption, changes in family structure, increased mobility.

UNIT 8 The United States as an Independent Nation in an Increasingly Interdependent World

UNIT GOALS By the end of the unit, the student will be able to:

1. describe and analyze major historical factors in the development of the United States in the early part of the 20th century
2. demonstrate knowledge of the increasing interactions of nations and cultures that make them more interdependent

I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE

Objectives:

1. To understand how and why the United States grew during the 19th century
2. To recognize that American territorial and economic growth had widespread economic, political and social impact both at home and abroad

Content Outline:	Major Ideas:	Model Activities:
A. Growth of Imperialist Sentiment Was Caused by Several Factors	American expansion into new territory was motivated by **ethnocentrism** and economic need.	Briefly review the pattern of American expansion in North America from 1783 to 1867, when Alaska was purchased. As part of this activity, students could:
1. A belief that the nation had a right to the land, i.e., Manifest Destiny		- Make maps showing the growth of the United States from 1783 to 1867 and from 1868 to 1914.
2. Perceived moral obligations to extend America's way of life to others, i.e, ethnocentrism and racism	Opponents of **colonization** claimed that it was an immoral violation of American **democratic beliefs**.	- Examine 19th century paintings that depict the idea of Manifest Destiny.
3. American citizens were already migrating into new lands in North America		- Use these maps and pictures, as well as the conclusions students drew about the development of the American economy in the previous unit, to make hypotheses about why the United States would try to extend its influence and control outside its borders during the latter part of the century. Students can validate their hypotheses as they work on the rest of the unit.
4. Increased foreign trade led to a growing interest in gaining control over some foreign markets		
5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States	Countries that control strategic locations gain both military and economic POWER.	
6. Developing technology in transportation and communication contributed to American expansion potential		Stage a mock Senate debate on the question, "Should the United States acquire territories and build an empire?"

Content Outline:	Major Ideas:	Model Activities:
		Review the constitutional foreign policy roles of the President and Congress. Either give students or have them generate a listing of some significant inventions of this period. Then have them speculate about what role the new technology may have had in promoting territorial expansion.
B. The Spanish-American War Signaled the Emergence of the United States as a World Power 1. The war's origins lay in Cuban attempts to gain freedom from Spain 2. United States' concerns, i.e., pro-expansionist sentiment, Cuba's location, Spanish tactics 3. Newspapers shaped public opinion over the Maine incident - "yellow journalism" 4. Conduct of the war created domestic and international problems 5. Opposition to American imperialist movement	Victory in the Spanish-American War brought the debate over America's **role** as an **imperialist** POWER to a head with the **imperialists** emerging victorious. Throughout our history, the debate over the **role** of the United States as an **imperialist** POWER was carried on by a relatively small number of people in positions of political, economic or religious POWER.	Divide the class into three groups. Each group should use appropriate historical, biographical, visual and fictional material to prepare a newspaper giving an account of the War from one of three perspectives: Spanish, American or Cuban.
C. Victory in the Spanish-American War Created a Need for a New Foreign Policy 1. Acquisition of land far from America's shores	Victory in the Spanish-American War forced the government to make decisions about issues it had not had to deal with in the past.	Have students prepare maps showing American territories acquired at this time. Information can be added about subsequent significant events in the history of those territories (including their current status as territories or independent countries).

Content Outline:	Major Ideas:	Model Activities:
2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia; e.g., the Open Door Policy		Assign each student (or group of students) a country from Asia or the Americas in which there was American foreign policy involvement between the 1870s and the early 1920s. Students should report on the American foreign policy concerning that country, what issues influenced foreign policy and what happened as a result of this policy. The whole class should look for similarities and differences among the several cases.
3. Actions created conflict with Filipinos and Japanese		
D. United States Policies in Latin America	The United States had economic and political reasons for involvement in many countries. But with Latin America, geographic location also was an important factor in our involvement.	The acquisition and eventual yielding of control over the Panama Canal illustrates in very concrete ways the main themes of this part of the unit. Look at the canal in terms of the government's role (cite remarks made by Roosevelt), the canal's important location, the technology needed to construct it, its naval role in the early twentieth century and American relations with the Panamanian government up to and including the present.
1. The United States attempted to control a number of locations in Latin America for economic and political reasons		
2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine	The United States' policy was actually resisted by some people in Latin America. Even when it was not resisted, it provoked resentment that continues today.	Use political cartoons of this period to show the major political issues of the day.
3. Armed intervention in Latin America		

II. THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS

Objective:

To understand how American relations with other nations developed between the end of the Civil War and the end of World War I

Content Outline:	Major Ideas:	Model Activities:
A. United States Policy on Non-involvement in European Political Affairs Was Based on a Number of Factors 1. Tradition dating back to earliest days of the country 2. Focus on the international problems of the new nation 3. Recognition of United States' military unpreparedness	Until the outbreak of World War I, the United States tried to maintain a policy of **noninvolvement** in European political affairs.	Using a time line and a chart, students should find and list the most important examples of American and European involvement in each other's affairs from the early 19th century to 1914. Some examples will duplicate ones included in the preceding activity. - Use the ideas of tradition, political reality, military trength and economic burden to decide if and how each applied to each example. Look to see if there are any patterns. - Examine each case to decide if and how it might have affected the typical American resident. - Where appropriate, look at the Constitution to determine how actions taken by the President or Congress are dealt with by the document. For example, ask for the Constitutional basis of the Monroe Doctrine.
B. Pre-World War I Involvements 1. Application of the Monroe Doctrine to the Western Hemisphere 2. Threats to American foreign trade 3. Roosevelt's Treaty of Portsmouth	When the United States did get involved in European political affairs, it was as a reaction to perceived threats to American interests in the Western Hemisphere.	Prepare a list of real or hypothetical international situations (especially some involving Latin and South American countries) in which the United States might have an interest. Discuss each situation as necessary and conduct a poll to decide if students feel the United States should or should not take a direct role or action. Generate a list of reasons for and against each position on the blackboard or overhead.

Content Outline:	Major Ideas:	Model Activities:
		Have the class or small groups hypothesize about the short- and long-term benefits and risks of involvement or noninvolvement. Apply this experience to the situation of the United States during this period.
C. World War I Occurred as a Result of International Problems 1. Intense nationalism 2. Power struggles among European nations 3. A failure of leadership 4. European alliances	World War I resulted from an inability of world leaders to deal with a series of **international conflicts**.	
D. Events Led to United States Involvement in World War I 1. The American people were divided in ways that made involvement difficult 2. Fear that United States involvement would increase intolerance at home 3. Initial attempts to follow traditional policy of neutrality failed 4. Unwillingness of warring nations to accept President Wilson as a mediator 5. England was a major United States trade partner 6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans	Initial attempts by the United States to remain **neutral** were undermined by activities by both sides in the hostilities. CHOICES are sometimes forced upon people by the actions of others.	Many of today's older Americans were growing up during this period. Use oral history interviewing techniques and/or invite them to the classroom to tell students about their recollections of America before and during the First World War.

Content Outline:	Major Ideas:	Model Activities:
7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships		
8. Recognition that the United States would have no say at any peace conference if it remained neutral		
E. The United States Entered the War	The United States did not win the **war** by itself but its entry was instrumental in bringing victory to the weary Allies.	Use contemporary newspapers, magazine articles, autobiographical recollections and other historical records as well as such things as poetry and songs to reconstruct World War I and the events leading up to it.
1. Combining new technology with old strategies led to the death of millions, i.e., chemical warfare		- Have students compare the account they put together this way with the account in their text.
2. The war was supported by the majority of Americans		- Ask them to prepare a series of letters or a diary they might have written at the time if they had been a soldier, a factory worker, an immigrant, a black who moved north during wartime or a teenager of the era.
3. The war effort created changes on the home front, i.e., economic controls, the role of women in the work force, black migrations to the North, attempts to organize labor to improve conditions	Social CHANGE is often the product of complex factors. **HOME AND FAMILY LIVING** **LABOR AND WORK PATTERNS**	
4. War promoted intolerance, i.e., the Espionage Act of 1917, the Sedition Act of 1918. "Hyphenated Americans" have their loyalty questioned	In the interest of **national security**, democratic governments may tolerate curtailment of **civil liberties**. **CRIME AND PUNISHMENT**	- Have each student explore one topic in depth and describe it to everyone else as if he/she had been present when it happened. (For example: the sinking of the Lusitania; Wilson's decision to ask for a declaration of war; facing a tank or gas warfare for the first time; and hearing that the war was over.)
F. The United States and the Peace Negotiations	President Wilson tried and failed to establish his leadership on both the domestic and international scenes.	Convene a peace conference with students representing different countries. Compare the peace treaty students prepare with the Versailles Treaty. Conclude by having each represented country decide how the class treaty and the actual treaty would benefit or hurt their country in the future.
1. Wilson's failed attempts to establish leadership with his Fourteen Points		
2. Senate opposition to the League of Nations		

Content Outline:	Major Ideas:	Model Activities:
3. The Versailles Treaty	National self-interest is often the strongest force in negotiations among nations.	
G. The Bolshevik Revolution	Due to increased INTERDEPENDENCE, nations must be aware of the influence of events in other parts of the world.	Discuss whether the U.S.S.R. should have participated in the Versailles Peace Conference.
1. Effect of World War I		
2. Civil war in Russia		
3. Western intervention		
4. Threat of international Communism		

Unit Summary Activities:

1. Divide the class into small groups. Ask each group to develop a chart to show the causes and effects of the American Revolution, the Civil War, the Spanish-American War and World War I. Have the groups discuss the similarities and differences among these wars. Encourage them to examine the issue of the growth of nationalism throughout the span of United States history.

2. Examine the interdependence among nations as an outgrowth of the Industrial Revolution. This question could be assigned individually or for the entire class in discussion.

UNIT 9 The United States Between the Wars

UNIT GOALS By the end of the unit, the student will be able to:

1. describe and analyze major historical factors in the development of the United States during the period between the World Wars

2. demonstrate knowledge of the increasing interactions of nations and cultures that make them interdependent

I. THE "ROARING TWENTIES" REFLECTED THE SPIRIT OF THE POSTWAR PERIOD

Objective:

To understand the economic, social and political development of America in the period between World War I and World War II

Content Outline:	Major Ideas:	Model Activities:
A. The Republican Decade 1. Political developments a. Back to "normalcy"; the election of 1920 b. Scandals c. Coolidge; austerity and integrity d. Government and business; laissez-faire and protection e. Election of 1928; the great engineer	The War caused many problems that political leaders needed to deal with if the country was to return to normal.	
B. Relative Isolation of the United States in World Political Affairs 1. General policy of non-involvement in European affairs; the League of Nations controversy 2. Limited participation in international activities a. World Court b. Naval disarmament-1924 c. Efforts for peace; Kellogg-Briand, 1928	Shared boundaries, proximity and economic interest are important factors in determining intervention. In addition to being a time of transition, the 1920s marked the time when modern society reached maturity only to stumble as its leaders tried to deal with complex problems.	Have students examine and discuss why they feel many Americans did not want to get involved in world politics.

Content Outline:	Major Ideas:	Model Activities:
d. Postwar reparation talks e. Relief efforts to Europe		
3. Expansion of international trade and tariffs		
4. Restrictions on immigration; e.g., Quota Act, 1924		
C. A Rising Standard of Living Resulted in the Growth of a Consumer Economy and the Rise of the Middle Class	**Middle-class values** spread as economic growth brought more people into middle-class occupations. Advertisements on radio, mass circulation newspapers and magazines emphasized **middle-class values**.	Examine local community maps to look for population trends between the wars.
1. Increase in single-family homes		
2. Emergence of suburbs		
3. Spread of middle-class values		
4. Increased use of credit		
D. Changes in the Work Place	**LABOR AND WORK PATTERNS**	Discuss the day-to-day life of workers during the era. Make lists of ways their lives, their hopes and their dreams differ from those of workers today.
1. Shift from agrarian to industrial work force	Due to business growth and CHANGES in the methods of production, the nature of work and the distribution of workers CHANGED significantly during the 1920s.	
2. Lessened demand for skilled workers		
3. Working conditions and wages improved		
4. Increase in white collar employees		
5. Women continued to increase their presence in the work force	Political POWER and economic POWER are directly related.	

Content Outline:	Major Ideas:	Model Activities:
E. Problems Developed in the Midst of Unprecedented Prosperity	TECHNOLOGY does not always help all elements of society equally.	Divide the class into small groups. Have them develop a chart to examine the plight of farmers in each decade of this century.
1. Not all groups benefited equally a. Low farm prices b. High black unemployment c. Millions of poor		
2. New trends conflicted with tradition		
3. Environmental balance was jeopardized	CHANGES often resulted in separation from the land and its activities thereby causing ENVIRONMENTAL damage.	
F. Foreign Immigration and Black Migration Resulted in a Very Diverse Population and an Increase in Social Tensions	Migration of large numbers of people from one place to another led to CHANGES in both places.	Use statistical data on both immigration and migration patterns to develop chart and graph skills. Have students compare this data with data from earlier periods. Graph the changes. Hypothesize about the reasons for the changes. Conduct research to find out if the hypotheses are valid. Use primary as well as secondary sources.
1. Restrictions on immigration		
2. Black migration to Northern cities	The 1920s witnessed major technical and social CHANGES which brought about shifts in where people lived and how they behaved, which in turn resulted in conflicts between new and old values.	Map the areas from which and to which groups migrated (either blacks within the United States or foreign immigrants could be used as examples). Have students locate the black neighborhoods in their (or some familiar) city. Discuss why the black population was located there at that time as opposed to other time periods. Are any patterns evident? Discuss why the migrations took place. What impact did these reasons have on the origin? Destination? Compare this migration with earlier ones to the United States.
3. Growth of organizations to fight discrimination; e.g., NAACP		
4. Growth of black art, music and cultural identity; e.g., the Harlem Renaissance	LITERATURE, THE ARTS, AND MUSIC	
5. Generational conflicts	LIFE CYCLES . . .	
6. Widespread emergence of retired workers		
7. Right-wing hate groups		

Content Outline:	Major Ideas:	Model Activities:
G. New Ideas About the Use of Leisure Time Emerged 1. Impact of the automobile; Henry Ford 2. Organized sports; Babe Ruth 3. Search for heroes and heroines; Lindbergh, Amelia Earhart 4. Motion pictures; Valentino, Lloyd, Gish sisters 5. Popular literature 6. Fads and fashion 7. Changes in social behavior	**LEISURE AND RECREATIONAL ACTIVITY** As a result of shorter work periods, the growth of a consumer economy and an emphasis on having and doing new things, opportunities for leisure time activities increased. **STYLES AND FASHIONS**	Students could develop a list of fads from the 1920s. They could compare this list with a list of current fads. Analyze why fads occur.
H. The Stock Market Crash Marked the Beginning of the Worst Economic Time the Country Has Ever Known 1. National prosperity had been structured on the investments of the wealthy 2. There were problems with the economic structure 3. People lost faith in the system 4. The government was unwilling or unable to correct the downturn 5. The economic depression which followed was the worst in our history	Economic CHANGE can have widespread social impact.	Use current newspapers to teach students to read stock quotations. Have each student select a stock to chart for a two-week period.

II. THE GREAT DEPRESSION

Objectives:

1. To understand the economic, political and social impacts of the Great Depression on the United States

2. To understand the economic, political and social changes which took place in the world during the 1930s

Content Outline:	Major Ideas:	Model Activities:
A. Contributing Factors 1. Economic growth declined during the late 1920s 2. Stock purchases were made on margin/credit 3. Corporations and individuals became overextended 4. The stock market crash led to a cycle of low demand and high unemployment	Supply and demand interact to establish price in a market economy.	
B. Responses to Deepening Economic Woes 1. Hoover administration response: too little, too late 2. Local and State actions a. Soup kitchens and outstretched hands b. A modified "new deal" in New York 3. Election of 1932: question of confidence	State governments can act as "seedbeds" for national policy CHANGES.	Examine constitutional questions as they related to the individual legislative acts of the New Deal. Teachers might consult the SED publication, Issues and Images: New Yorkers During the Thirties, a Teaching Packet of Historical Documents, 1985. This publication is available from the Office of Cultural Education, The State Archives, Albany, New York 12232.
C. The New Deal 1. Psychological boost; F.D.R. at the fireside 2. Relieving human suffering: providing for dignity and jobs		

Content Outline:	Major Ideas:	Model Activities:
3. Helping business and industry recover		
4. Adjusting the economic system to prevent recurrence a. Government regulation of business and banking b. Instituting social security c. Providing a guaranteed labor voice: the Wagner Act		
5. Other voices: a. Court-packing scheme b. Alternative solutions: Father Coughlin; the Townsend Plan; Huey Long; socialism, communism		
6. The economics of war versus depression conditions; climbing out of depression and into war		
D. Effects on Work, Family and Community	**LABOR AND WORK PATTERNS**	Have students examine movies and music of the 1930s. Discuss the "message" found in each example.
1. Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages.	The Great Depression strained community and <u>family</u> resources, calling into question <u>traditional</u> methods of helping people in need.	Many Americans alive today recall the Great Depression as well as the emergence of totalitarian dictatorships. Locate members of your community who would be willing to be interviewed, either in class or by students outside of class. Go over interviewing techniques with your students before they begin. When each interview is finished, ask those students involved to summarize what they learned from the interview.
2. The loss of jobs fell unequally on women, blacks and the unskilled	**HOME AND FAMILY LIVING**	
3. The threat of possible job loss was a psychological strain on those who were employed		

Content Outline:	Major Ideas:	Model Activities:
4. Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father		
5. Charities' resources were inadequate		
6. Local communities attempted to meet the needs of their people		Layoffs today frequently have the same impact they had during the Great Depression. If a layoff has hit your community, there is a good chance that the local paper has covered its economic and social impact. If so, bring in articles and ask students to make comparisons.
E. The Cultural Environment During the Great Depression	The Depression fostered two forms of artistic expression - escapism and social commentary.	Sample the range of art, music and literature that emerged from the Great Depression. When appropriate for a particular piece of work, decide:
1. The times were reflected in the arts and literature		
2. Escapism was popular in fiction and the cinema	**LITERATURE, THE ARTS, AND MUSIC**	- Was it escapism or a social commentary?
3. Many works of social commentary and criticism appeared		- What does it tell us about how people felt or thought at the time?
4. Federal government supported the arts through the Works Project Administration (WPA)		- If available, visit a building constructed by the WPA, view some paintings, and/or read some samples of writing funded by the WPA.
F. Effects of the Great Depression on Industrialized Europe	American INTERDEPENDENCE with other nations had grown to the point that its economic collapse shook Western society.	Review with students what they learned about World War I, the nations they studied, and the social and economic patterns they saw in the 1920s. Ask what they find in those patterns and events which might help explain why a major depression was beginning or why some countries would seek new types of solutions.
1. Trade and loans tied Western economies together		
2. The Great Depression followed similar patterns in affected nations:		
a. Tighter credit b. Business failures c. Decreased money supply d. Lowered demand		

Content Outline:	Major Ideas:	Model Activities:
e. Lower production f. Widespread unemployment		
3. Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by: a. One-party governments headed by a strong individual b. Armies and police forces fostered national goals and eliminated opposition c. Use of propaganda in the media and schools to support national goals d. Art and literature were used to endorse official policies in totalitarian countries	**Totalitarian ideologies** offered a **dogma** that explained conditions in simplistic terms, viewing problems in terms of good and evil, and setting victory as a national goal. **Totalitarian ideology** offered simplistic solutions to complex **international** problems.	Have students begin to keep a three-part time line for significant economic, social and political/military events taking place in the 1930s. (The time line can be continued into the next units.) Turn to the time line from time to time and look for interrelationships among items in the same category and between categories. Examine newspapers and mass circulation magazines to determine how Americans perceived the changes going on in other countries. - Did American perception match reality? - Did Americans seem sympathetic to the economic impact of the Great Depression on other countries? - Did Americans seem sympathetic to the political changes taking place in other countries? Introduce students to the variety of art and literature appearing during the 1930s. Use this lesson to supplement their observations of how people in individual countries were affected by events and how they looked upon other people or on problems that crossed national boundaries. What messages did the art of Hitler's Nazi Germany convey?
E. European Conflicts Resulted in Several Basic Problems for United States Policymakers 1. The question of whether to shift focus from domestic problems to foreign policy	**Foreign policy** decisions are often the result of reaction instead of action.	Review what had been going on in Europe and Asia during this time.

Content Outline:	Major Ideas:	Model Activities:
2. Issue of neutrality versus the growing power of totalitarian states		Review the reasons for United States involvement in Latin America. How did the Good Neighbor Policy relate to those reasons? Discuss whether or not the United States might have similar reasons for involvement in other, more distant countries.
3. Continued efforts to improve Latin American relations through the "Good Neighbor Policy" without losing influence in that area's affairs	Geographic location continued to be an important factor in foreign policy as indicated by continued involvement in Latin America.	Similarly, a good example of location and political geography is French Canada. Students could prepare population and location maps of Canada. Discussions of "where is the Canadian population?" can be viewed in several ways. For example, what is "French Canada" and what has it meant to global politics? What are the meanings of population distribution, density and political enclaves, and what are their potential impacts on Canada, the United States, New York and the world?

Unit Summary Activities:

1. The 1920s were a complex time and not simply an era of bootleggers and flappers. With the maturing of modern society came the flowering of consumer society as well as the continuation of other trends visible in the late 1800s and early 1900s. Various ways of presenting this continuity, while still drawing out some of the unique flavor of the era, are listed below:

   Select a Year: Divide the class into ten research teams. Assign each team one year of the decade. Have the students research it in depth for the United States, the local community, or both. They could present their findings in a "This Was the Year That Was" format.

   Select a Person: Various individuals highlighted significant aspects of the age. (For example, Henry Ford pioneered new production techniques as well as paternalistic labor practices; Calvin Coolidge spoke for the idea that government should keep its hands off business or help it; Charles Lindbergh represented the spirit of the individualistic hero; Marcus Garvey tried to do something about the frustrations felt by many blacks.) Assign students one person from the era and have them complete some biographical research. Then hold a meeting of all of them to discuss what they would do to improve the quality of life in the 20s.

   Select a Topic: One major characteristic of modern societies is how people define what is needed for a good life. For example, in the late 1700s families expected to be able to pass skills along to their children while in the 1920s they expected to be able to give their children the chance to acquire a skill somewhere else. Families in the

1700s thought in terms of sufficiency. By 1920 they thought of acquiring goods. The meaning of work in a person's life changed as did ideas about the proper relationship between individuals, the family, work, leisure, community and decision making. Examine what the good life meant to people in the '20s. Sample questions are listed below. Compare what students decide about the '20s with what they recall about America in the early 1800s and what they know about the country today.

- How did business leaders represent the spirit of the '20s? (Who, if anyone, represented the spirit of the early 1800s? Who, if anyone, represents it today?)
- Judging by ads or other sources, what goods would a family in the '20s have owned?
- What might a typical day at work have been like in the '20s for people representing the nation's major occupations?
- What would you have done if you needed help because of accident, ill health, disability, poverty or discrimination?
- What might a typical day have been like for someone your age?
- What did people do for leisure?
- What characteristics did heroes have?
- What upset people the most?
- What were the most important decisions being made in society and who made them?

2. Compare farm protests then with the more recent ones that have taken place in the United States.

A number of politicians today argue that it should be the responsibility of the states and local communities to take a leading role in helping people in need. What help does the Constitution give in answering the question of what level or branch of government should take charge? How would similar problems have been dealt with in colonial times? In the middle to late 1800s? What are the advantages or disadvantages of Federal, state, or local leadership?

Select one or two major examples of New Deal legislation and examine each from the vantage point of:

SUPPLY AND DEMAND - In theory, how should this law have affected supply, demand and the market price?

POLITICAL PRAGMATISM - Who stood to benefit from this law? What interest groups spoke out the loudest in its defense? How would Roosevelt's administration benefit from its passage?

CONTRAST - What, if any, historical precedent was there for a law like this?

PUBLIC PERCEPTION - Judging by the newspapers, was this a good law?

PERSONAL PERCEPTION - What is a good law?

Take the same pieces of legislation and, for each, determine:

OPPOSITION - What kind of people might have opposed it? Who actually did oppose it?

MOTIVE - Why might they/did they oppose it?

RESPONSE - What happened as a result of the opposition?

THE PRESENT - Is this legislation still around in one form or another? If it is not around, did it have any effects which we can still see?

3. There are many fine collections of old-time radio programs available on tape. Find some shows that are representative of the themes in this unit and play them for students. Make comparisons between radio and TV as a form of entertainment and leisure activity and use the content of the program to illustrate specific activities, values and attitudes which were prevalent in the period.

UNIT 10 The United States Assumes Worldwide Responsibilities

UNIT GOALS **By the end of the unit, the student will be able to:**

1. describe and analyze major historical factors in the development of the United States during the period of World War II
2. demonstrate knowledge of the increasing interactions of nations and cultures that make them interdependent

I. WORLD WAR II

Objectives:

1. To understand why World War II began and how it changed the lives of millions of people
2. To be aware of the much different world left as a legacy of World War II

Content Outline:	Major Ideas:	Model Activities:
A. Origins of the War 1. The Versailles Treaty 2. The Great Depression 3. Rise of totalitarianism: expansionism and persecution 4. The rearming of Germany 5. Isolationism 6. Failure of the League of Nations	War can result from ideological, economic and/or political **conflicts**.	Have students trace the events and impact of the War as it relates to one country or group of people. This activity would continue throughout the unit.
B. Prewar Alliances: 1. Axis powers 2. Allied powers 3. Role of the United States	**Alliances**, established to combine POWER, are based on such factors as geographic location, economic goals and political ideology.	Make a class time line of the major events of this unit. Display the locations of the major prewar alliances on a wall map of the world to allow students to visualize the events and the locations. Map the countries in one or more of the alliances. Discuss their reasons for joining the alliance.

Content Outline:	Major Ideas:	Model Activities:
C. Failure of Peace		Examine the breakdown of the peace established by the Treaty of Versailles. Why might this have caused conflict?
1. Aggression by Germany in Europe; Italy in Europe and Africa; and Japan in Asia		
2. Appeasement: Chamberlain in Munich	Appeasement is not often successful at stopping aggressive behavior.	
3. German attack on Poland; World War II begins		
4. United States role to 1941 - guarded isolation, aid to allies		
D. The United States in World War II	Outside forces sometimes act to force political decisions upon nations.	Have the class compare newspaper or magazine articles from before and after Pearl Harbor. How did the attitude of Americans change? Why?
1. Japanese attack on Pearl Harbor		
2. A two-front war		
a. Europe - Eisenhower b. Pacific - MacArthur		
E. New Aspects of the War	TECHNOLOGY has increased people's capacity to accomplish good and evil.	List the major goals of different Allied powers. Which were the same? Which were different? A number of the goals involved the possession, control or retention of territory. Use maps to examine those goals.
1. German blitzkrieg		
2. Aerial bombing		
3. New technology		
4. Atomic bomb - the Manhattan Project		
5. The Nazi Holocaust		
6. Concept of unconditional surrender		

Content Outline:	Major Ideas:	Model Activities:
F. The Home Front	When threatened, humans are capable of reacting with an enormous ability to work and sacrifice for the defense of freedom.	Current discussions about American use of the atomic bomb are hard to separate from the concerns of the nuclear age in which we live. But what did people think of its use in 1945? Discuss this question; use contemporary accounts and interviews as source material. Examine the bomb's effects - on Japan, on the War and on American-Soviet relations.
1. Total mobilization of resources		
2. Rationing		
3. Role of women		
4. War bonds		
5. Incarceration of Japanese-Americans	In wartime, not all actions are just.	
6. Limited progress toward economic, political and social equality for black Americans, i.e., Roosevelt's Executive Order 8802		
G. End of the War	Unresolved issues of one war sometimes set the stage for new conflicts.	Use maps to have the class determine which nations controlled the areas over which the War had been fought.
1. Allied agreement - Yalta Conference		
2. Defeat of Germany		
3. Defeat of Japan		
H. Impact of the War		
1. Entire countries were physically and demographically devastated		
2. Millions of families suffered the loss of loved ones		
3. The Nazi Holocaust - Hitler's "Final Solution": worldwide horror; human rights violations		The teacher should review, select and make use of appropriate material from the SED publication, Teaching About the Holocaust and Genocide, The Human Rights Series, Volumes I and II, SED, 1985.
4. The Nuremberg Trials	CRIME AND PUNISHMENT	
5. Global impact: rise of nationalism in Africa and Asia	Nations attempted to enforce JUSTICE to project HUMAN RIGHTS.	Have students investigate the "extermination of handicapped people in World War II Germany." Appropriate material is available in the above mentioned SED publication.

Content Outline:	Major Ideas:	Model Activities:
6. Advent of the United Nations		
7. Advent of the nuclear age		

II. THE UNITED STATES IN THE POST-WORLD WAR II WORLD

Objectives:

1. To understand why the United States had to assume a leadership role in the post-World War II world

2. To appreciate the historical background for the formation of United States foreign policy of this era

Content Outline:	Major Ideas:	Model Activities:
A. Peace Efforts 1. Formation of the United Nations 2. Human rights issues 3. Refugees	The United Nations was established in recognition of the fact that the world's countries have competing interests, as well as common concerns, but few formal structures for dealing with them on a cooperative basis.	Compare the United Nations charter with the Constitution of the United States. Compare how the United Nations has responded to two different kinds of crises - military (i.e., the Korean War, the Arab-Israeli conflict, the Soviet invasion of Afghanistan) and social (i.e., starvation in Africa, the problem of malaria).
B. United States and the Soviet Union Emerge as World Leaders 1. Bipolarism 2. The Cold War 3. New alliances, i.e., NATO and the Warsaw Pact	The United States and the Soviet Union emerged from World War II as the world's dominant POWERS. Ethnocentrism characterizes the foreign policy of most world POWERS.	Compare the two nations in terms of size, population, economic statistics and military strength at the end of the War and today. Expand the comparison to include a map of the world showing where the two countries are, the nations they have been at war with in the past century, their current allies and the places where they are having the most problems. Add a time line and chart showing the events that have placed the two nations in conflict, the locations of those events, the major reasons for the conflicts and the results. Use the map, time line and chart to look for similarities, differences and patterns among the events.

Content Outline:	Major Ideas:	Model Activities:
C. Postwar United States Foreign Policy 1. Containment 2. Economic and military aid a. Truman Doctrine b. Marshall Plan 3. Relations with Canada a. The DEW line; NORAD b. Strategic location between superpowers	Containment of an opponent through military alliances is a common strategy.	Recent foreign policy is the subject of much debate over the wisdom of and reasons for particular actions taken by the government or influential groups within American society. As the class examines events ranging from the Korean War to the latest hijacking or act of economic warfare, that context of debate (and uncertainty) can be turned to an advantage. Have students draw on four particular resources - their texts (and other social studies materials), contemporary accounts of important events (newspapers, magazines), the opinions of others, and their own judgments as they study about these events.
D. Postwar Areas of Conflict between the United States and Soviet Union 1. Berlin blockade/airlift 2. Self-determination of European nations 3. China 4. Korea 5. Expansion versus containment	Leaders may react in a crisis to avoid showing weakness as much as to show strength.	Have students interview local residents to see what they recall about these events in terms of personal anecdotes.

III. THE UNITED STATES IN A WORLD OF TURMOIL

Objective:

To understand the historic, political and social context in which United States foreign policy has evolved since World War II

Content Outline:	Major Ideas:	Model Activities:
A. The Postwar Era Saw a Breakdown in Colonial Systems 1. Emergence of newly independent countries in Europe, Africa and Asia 2. The Third World 3. Subject of contention between the superpowers for influence	Democratic ideals of **freedom** and **self-determination** spread.	The United States often seems beset with international problems. Select a current problem and ask students to follow it through newspapers and television news reports. Have them determine: - Who is involved? - Where are they from? - What do they believe is most important in life? - Who, if anyone, controls what they do? Research the historical setting of the conflict. What past events have led these people to behave as they do? What positions have the United States and the Soviet Union taken about the conflicts?
B. Pressure Points Emerged 1. Middle East a. Arab-Israeli conflict b. Suez crisis 2. Cuba and Latin America 3. Southeast Asia a. Laos b. Vietnam	**Competition** for SCARCE resources and/or strategic locations often leads to **conflict**.	Students might examine media accounts of one or more of these conflicts and analyze the account to determine whether it presents fact or opinion. Using trouble spots as examples, students should discuss American and Soviet interdependencies. Why are these areas pressure points? Why is there conflict in these particular locations?

Content Outline:	Major Ideas:	Model Activities:
C. Economic Factors Have Resulted in a World Increasingly Characterized by Interdependence Due to: 1. Scarcity of certain natural resources 2. Increase of trade and travel 3. Cultural assimilation 4. International competition for markets	SCARCITY, INTERDEPENDENCE and <u>cultural diffusion</u> have brought many nations into direct contact with one another.	Have students conduct a survey of the local community to determine what links there are with foreign countries. Areas to explore include commercial ties, cultural and educational exchange programs and immigrants' groups. On a wall map of the world with the local community as the focal point, use black thread, pins and small labels to show the international links the students have discovered.
D. Cooperative Ventures within the Hemisphere Have Been Initiated to Improve the Standard of Living and Security of the United States, Canada and Latin America	The realities of a shrinking and more dangerous world act to bond some countries together while driving others apart.	Ask students to research examples of issues which have brought North American countries together or have divided them.

<u>Unit Summary Activities</u>:

1. The class could be divided into small groups. The teacher could mix up sets of pictures dealing with some of the people and events of this era of United States history. Each group should receive a complete set of pictures. The groups could be asked to identify the pictures from the unit of study. The students could then organize these according to a time line or some other organizational scheme. A class discussion could follow which would compare how each group has dealt with the set of pictures. This activity would be a good form for review while also allowing the students to visualize some of the important people and events included in the unit.

UNIT 11 The Changing Nature of the American People from World War II to the Present

UNIT GOALS **By the end of the unit, the student will be able to:**

1. describe and analyze major historical factors in the development of the United States
2. discuss the nature and effects of change on societies and on individuals

I. AN AGE OF PROSPERITY CHARACTERIZED THE POSTWAR SOCIETY

Objective:

To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States

Content Outline:	Major Ideas:	Model Activities:
A. Physical and Geographic Expansion Resulted in Changing Patterns of Production and Consumption	Following a brief postwar recession, sustained prosperity made it appear there were few limits to economic growth.	Have students prepare charts and graphs of key economic indicators for the years from 1945 to 1965. They should draw conclusions about individual charts and graphs and summarize any patterns they find among them.
1. Production and Gross National Product (GNP) rose		
2. Technological advances increased output		Assign a year to each pair of students and have them look through contemporary newspaper headlines or the economic section of news magazines to determine what conclusions those sources were drawing about the health of the American economy.
3. Unemployment declined		
4. Growth spread throughout the country		
5. Growth in productivity led to higher wages		Use local resources (i.e., newspapers or interviews with area business persons) to determine what happened to the local economy in those years.
6. Advertising strategies changed	STYLES AND FASHIONS	
7. Poverty continued to exist in the midst of plenty		Finally, compare the conclusions students made with those from three sources.
		Repeat the pattern just described; this time focus on consumption rather than production. Parents and other adults can replace business people as interview subjects.

Content Outline:	Major Ideas:	Model Activities:
B. Major Trends Resulted in Occupational Shifts and Changes in the Nature of Work 1. Fewer workers produced more goods 2. Factory work became less common 3. Employment rose in the service sector 4. Undesirable employment increasingly fell to minorities 5. Women entered the work force	**LABOR AND WORK PATTERNS** Technological improvement and CHANGING social values resulted in significant differences in the nature of work and patterns within the work force.	Ask students to select a specific occupation and use a variety of resources to find out all they can about that occupation and what changes have occurred in it between the 1950s and today. They could determine such things as: - What kinds of people entered this occupation? (men, women, teenagers, racial and ethnic minorities) - What specific tasks were required in this occupation? - What tools were used? - How common was this occupation? - How has it changed? The class should look for patterns among all the occupations they researched as well as differences based on such characteristics as age, gender, race and ethnic background.
C. Community Patterns Underwent Significant Changes 1. Suburbs grew in number and size 2. Cities experienced changes 3. Development of an interstate highway system contributed to suburban growth and urban decline, i.e., the New York State Thruway	While the local community retained its importance in people's lives, several trends served to weaken this importance.	Use a preplanned itinerary to conduct a walking tour of the local community. Have students prepare maps of the community showing what it looked like at several times between 1945 and the present. Draw on local resources (including interviews) to prepare a history of the community. The history could be published as a book or a newspaper or presented in words and photographs and then put on public display. If students come from a number of different neighborhoods within the community, group students from the same neighborhoods to make lists of significant "firsts" for their neighborhood. For example, when was the first house built?

Content Outline:	Major Ideas:	Model Activities:
D. The American Family Evolved to Fit New Ways of Living 1. Typical family units consisted of parents and children 2. Postwar "baby boom" gave rise to child-centered families 3. Increasing numbers of women looked for full or part-time employment outside the home	**HOME AND FAMILY LIVING** Family behavior and roles continued to CHANGE in the years after World War II but the CHANGES were compatible with trends visible in earlier years.	Using a variety of resources, students should determine two things about the family and compare their conclusions with others drawn about families in earlier and more recent times. Two items might include: o Family functions - What is a family expected to do? o Family roles - What are individual family members expected to do? There is a wealth of material about modern family life that can be used to answer these two general questions as they apply to the Major Ideas. They include: - Dr. Spock and others who provided advice for parents - Magazine advertisements - Public opinion polls - Interviews with elderly citizens
E. An Emerging Youth-Centered Culture Resulted in Significant Changes 1. Tremendous increase in the number of children attending school 2. School policy became an important community issue 3. Adolescence evolved as a distinct stage of life 4. Business and entertainment catered to a youth market	**LIFE CYCLES . . .** A postwar "baby boom," fostered by the nation's prosperity, caused America to become a youth-oriented society. **SCHOOLS AND EDUCATION** **STYLES AND FASHIONS**	Have students brainstorm a listing of all the aspects of our present culture that reflect an emphasis on youth (i.e., fashions, entertainment, marketing/advertising, weight-loss, the mass media, recreational facilities). Have the class devise a scheme for classifying/categorizing the listing. Divide the class into small groups and have them use research skills developed earlier to begin to trace the origins and evolution of their particular aspect of the youth culture.

Content Outline:	Major Ideas:	Model Activities:
		After completing this activity, have students project 25 years into the future. Speculate on how all of these same aspects might change, especially with the "graying" of American society.
F. Prosperity Resulted in Rising Expectations for Black Americans and Other Minorities 1. Important executive and judicial decisions supported equal rights 2. Despite changes, discrimination remained widespread	**POLITICAL PARTICIPATION** While prosperity reinforced the vision Americans had of their country as a special place with the resources to solve almost any problem, some groups in **society** shared the vision but lacked the **resources** to make it a reality.	Films, both educational and commercial, could also be valuable sources to show how blacks were treated. Mass media sources from this era could be used to show the development of the civil rights movement from its early days of lunch counter sit-ins in the South to the urban riots which occurred throughout the nation during the latter part of the period. A very useful publication for this topic is Martin Luther King, Jr. Resource Guide, 1986. This publication is available from the State Education Department, Division of Civil Rights and Intercultural Relations, Room 471 EBA, Albany, New York 12234.
3. The civil rights movement developed and evolved 4. Native American Indian land claims; specific New York references to Iroquois land claims	Striving for HUMAN RIGHTS is an important step in American evolution toward true **democracy**.	
G. The Feminist Movement Emerged in Response to Inequities 1. Women and organizations spoke out in favor of sexual equality 2. Prominent issues raised included: a. Passage of an equal rights amendment (E.R.A.) b. Equal pay for equal work c. The right of women to seek personal satisfaction outside the home and family	**POLITICAL PARTICIPATION** While there were significant CHANGES in the **role** of women in the economy and politics, many individuals still felt that the woman's place was "in the home"; this attitude bestowed a second-class CITIZENSHIP on them.	Students could be asked to make some comparisons with the quest for human and political rights throughout the world. Repeat the same process used to explore the civil rights movement with issues raised by feminists. - Why did it take much longer for these issues to become major political issues? Have women had as much success in organizing their movement? Why or why not?

Content Outline:	Major Ideas:	Model Activities:
H. The Postwar Years Brought Changes and Shifts in Political Power 1. Movement of people to the South and Southwest changed the national balance of power 2. The two major parties dominated national and state politics 3. Influential third parties emerged on some issues and interests 4. Presidential administrations used a variety of approaches and responses to postwar problems and issues	**POLITICAL PARTICIPATION** **Regions** continue to exist, but because of **migrations**, the POWER among **regions** has changed. During the postwar years, political POWER continued to shift from the states to the Federal government but not without **conflict**.	Compare pre- and postwar population distribution maps and use them in a discussion of shifts in political power. Interview a current or former local political figure about the balance of power among local, state and Federal governments. Have students use the census to chart population movements. Review the electoral system and the way in which representatives are apportioned among the states. Chart the changes in State power from the 1940s to the present; use these two indices. Ask groups of students to examine ballots drawn from several elections to see what parties were represented. If possible, have students interview representatives from minority parties to determine why they feel they can have an impact despite being unable to command a majority of the vote.

II. POSTINDUSTRIAL SOCIETY USHERS IN THE AGE OF LIMITS

Objective:

To understand that, beginning in the 1960s, public confidence was shaken by a series of unanticipated economic, social and political events that made it apparent that the United States had limited capacity and resources to control those events

Content Outline:	Major Ideas:	Model Activities:
A. The United States Economy Experienced Major Changes and Upheaval 1. Recognition of the limits of growth 2. Inflationary pressures 3. Foreign competition to basic industries 4. The decline of industry 5. Emergence of high technology 6. Unfavorable balance of trade	Misperceptions about the limits of growth resulted in CHANGING attitudes among Americans toward their own society and the rest of the global community.	A major emphasis in this part of the unit involves contrasting the era from the end of World War II to the late 1960s with the era from the late 1960s to the present. This section should reveal two major themes: 1) that the public became less confident in the government's ability to solve the nation's economic and social problems; and 2) that the public started to become aware of limits on the nation's economic, social and political capabilities. The two themes are related. Ask students to use these two themes to complete case studies of the major events which caused, or stood as examples of, the nation's problems. As was the case earlier in this unit, the text can be used to place these events in historical context. Contemporary works can illustrate how the nation responded to them at the time. Community resources can be used to discover what impact these events had on people and communities. Possible economic case studies include: - the oil embargo - the loss or gain of a particular industry in the local community - the use of imported goods - patterns of employment
B. Emergence of an Environmental Movement 1. Landmark legislation 2. New government agencies at all levels 3. Environmental organizations and concerns 4. The ecological perspective 5. Native American Indian spiritual beliefs about the relationship of people to the land	Increased awareness of ENVIRONMENTAL limitations resulted in organized attempts to conserve and protect the world's resources.	

Content Outline:	Major Ideas:	Model Activities:
		- illegal immigration - the balance of trade - how inflation rates affect buying habits - toxic waste disposal How do available resources affect these situations? Are the resources location specific?
C. Changes in the American Work Force 1. Shifting patterns and types of employment 2. Significant decline in industrial jobs 3. Growing acceptance of retirement as a distinct stage of life 4. Increasing global mobility of capital and its relationship to employment	**LABOR AND WORK PATTERNS** CHANGING patterns in the nation's economy resulted in CHANGES in the nature of work and employment. **LIFE CYCLES . . .**	As a small group task, have students survey local employers and examine local newspapers to see what jobs are available in the community today. What characteristics should job applicants have in terms of training, age, disability and sex? What jobs are open to teenagers? Compare student findings on this last question with the job market faced by their parents when they were teenagers and with the market for teenagers living a hundred and two hundred years ago. The students should examine the question of what kinds of job-related skills will be the most desirable in 25 years. Divide the class into several groups. Some students should interview a number of older Americans. Others should interview adults in their middle years. A third group should interview other students. All groups should use similar questions designed to determine how each group feels about the idea of retiring and what it thinks retirement means. Compare the results. Alternatively, use the interviews to discuss the role of older Americans in modern society.

Content Outline:	Major Ideas:	Model Activities:
D. New Family Patterns Evolve 1. Numerous different types of groupings 2. Multiple causes a. Working women b. Changing personal values c. Increased divorce rates d. Stress e. Substance abuse 3. Multiple effects a. Household management b. Child care c. Schooling d. The role of government in family matters	Economic necessity and conflicts over <u>traditional roles</u> and <u>values</u> caused CHANGES in the "typical" American <u>family</u>. **HOME AND FAMILY LIVING** LIFE CYCLES . . .	Use the 1980 census to determine the types of families found in the nation and in New York. Compare current family life with family life at different times in the past. Discuss why so many groups today have singled out the family as a threatened institution in modern society. Have students prepare a list of what they feel are the most important problems they will face as heads of their own families. Pare the list down to manageable size. Assign small groups of students to determine what resources are available within the community (if any) to assist them in dealing with these problems. Assign different groups to interview adults or review public opinion polls to determine how others feel about these issues. Chart the growth in the number and percent of older Americans over the past century. Use interviews and contemporary resources to discuss how older Americans have been viewed by the rest of society at different times in the past. Explore what the continued increase in the number of older Americans will mean for these people and for society as a whole.

Content Outline:	Major Ideas:	Model Activities:
E. Reactions to Changes of the 1960s and 1970s Have Affected the 1980s and Will Affect the Ensuing Decades 1. Return to conservatism as a social and political philosophy 2. Conflicts over interdependence and between social responsibility and individualism 4. Pluralism versus consensus 5. Single issue political responses and special interest groups	Reaction to liberal CHANGES of the 1960s and 1970s resulted in a conservative retrenchment in the 1980s. POLITICAL PARTICIPATION	Review the issues dealt with by Johnson's Great Society programs. Use contemporary resources (including surveys done by the class as well as the results of public opinion polls and such things as political cartoons) to draw conclusions about the extent to which the social and economic issues dealt with earlier in this unit remain issues today. Use media sources, interviews or local records to find out which special interest groups are active on the national, state and local levels. - What economic, social or political issues are they most interested in? Have students write to or interview area political leaders (including those in Congress as well as those holding local office) to ask them how special interest groups influence the process of government.

III. THE AMERICAS MOVE TOWARD THE 21ST CENTURY

Objective:

To understand that change is inevitable yet manageable and that alternative futures can be analyzed and planned

Content Outline:	Major Ideas:	Model Activities:
A. Learning to Manage Change 1. Recognizing alternative futures through knowledge of the past 2. Learning to tolerate change 3. Coping with unpredictable circumstances and events	The ever-increasing rapidity of CHANGE necessitates the development of skills and methods for planning for and coping with alternative futures.	This section of the unit provides students with an excellent opportunity to apply many content understandings, concepts and critical thinking skills to the analysis and evaluation of alternative futures that can be generated by students.
B. Examining Alternative Futures for the United States and New York State 1. Changes in basic institutions, i.e., family, political, economic, religious and educational 2. Possible scenarios for the future	CHANGE is an ongoing phenomenon that will affect every aspect of life in the United States, New York and the local community.	Two references that suggest a rationale, some strategies and activities for future studies are Futures Unlimited: Teaching About Worlds to Come, Fitch and Srengalis (National Council for the Social Studies, 1979), and Future Studies in the K-12 Curriculum, Hass, (Social Science Education Consortium, Inc., 1980). Another valuable contact would be the World Future Society, Washington, DC.
C. The Future for Canada and Latin America 1. Projecting future domestic political and economic concerns and issues 2. Long-term inter-American relationships - the "haves" and the "have nots"	CHANGES affecting our hemispheric neighbors will also have significant effects on the United States because of INTERDEPENDENCE, particularly with countries that share a boundary or that are in geographic proximity.	Have students speculate about the possible joining of the United States, Canada and Mexico to create a "super country." - Which groups would benefit? In what ways? - In what ways would such a joining be desirable? Undesirable? - Which problems would be the most difficult to resolve? Why? The experience should lead students to the discovery of the importance of history and culture to the essence of what it is to be a nation.

Unit Summary Activities:

As a class project, have students collect pictures from each of the decades covered in this unit of study. Small groups could organize the pictures chronologically or thematically. The groups might discuss whether or not the pictures support the themes of change discussed in this unit. A few examples which might be considered are: production, the nature of work, family patterns and the roles of women, the disabled and minorities.

UNIT 12 Citizenship in Today's World

UNIT GOALS By the end of the unit, the student will be able to:

1. discuss the role of an informed citizen in today's changing world
2. participate as an informed citizen in the political system in the United States

I. CITIZENSHIP IN THE UNITED STATES

Objective:

To understand the rights and responsibilities of citizens at the Federal level of government

Content Outline:	Major Ideas:	Model Activities:
A. Underlying Principles of the Constitution of the United States: How They Operate 1. Federalism For example: - Iroquois Confederacy - Strong versus weak Federal government: The Hamilton-Jefferson debates - Sectionalism: Federal versus states rights before the Civil War - Federalism: the limits of Constitutional authority; post-Civil War - Federal power: a national speed limit 2. Separation of powers For example: - Colonial taxation - The right of judicial review: Marbury v. Madison (1803) - States rights to control the waterways: Gibbons v. Ogden (1824)	The Constitution of the United States has evolved over time to meet the needs of our CITIZENS. POLITICAL PARTICIPATION	Students should examine examples from the history of the United States which show the changing nature of the four principles in column one. A usable teacher reference on U.S. Supreme Court decisions is a joint publication of the New York and Maryland Bar Associations and the New York and Maryland Education Departments - Shaping American Democracy. It is available from the Law, Youth and Citizenship Program, State Education Department, Albany, New York 12234.

Content Outline: **Major Ideas:** **Model Activities:**

- Position of territory acquired from a foreign government in relation to tariff laws: DeLima v. Bidwell (1901)
- Rights of the President in relation to the other branches: United States v. Nixon (1974)

3. Protection of individual rights

For example:

- Zenger - freedom of the press
- Were slaves citizens?: Dred Scott v. Sanford (1856)
- Separate but equal: Plessy v. Ferguson (1896)
- The right to an equal education: Brown v. Board of Education of Topeka (1954)
- The rights of the accused: Miranda v. Arizona (1966)
- Freedom of expression in school: Tinker v. Des Moines Independent School District (1969)

4. Provisions for change: the amendment process

For example:

- Due process of law: the 14th Amendment (1868)
- Direct election of Senators: the 17th Amendment (1913)
- Prohibition: the 18th Amendment (1919)
- Women's Suffrage: the 19th Amendment (1920)

Content Outline:	Major Ideas:	Model Activities:
- Current issues: o equal rights amendment o balanced budget amendment		
B. Legal Bases for Citizenship in the United States 1. Citizenship by the "law of the soil" 2. Citizenship by birth to an American parent 3. Citizenship through naturalization	The basis of CITIZENSHIP has CHANGED in the United States.	Students could investigate the ways in which a person can become a citizen and the ways in which the rights of citizenship can be lost. The class might discuss the problems facing aliens living in the United States due to their lack of citizenship. Should the requirements be changed? Why or why not?
C. Responsibilities of Citizenship: 1. Civic: A citizen should be: a. Knowledgeable about the process of government b. Informed about major issues c. A participant in the political process	POLITICAL PARTICIPATION The American legal and POLITICAL SYSTEMS guarantee the rights of citizens and assume certain civic responsibilities of them.	The teacher could use value-based dilemmas to provide students with open-ended situations that could force them to evaluate their feelings concerning the difficult responsibilities of citizenship. A few examples are: witnessing a crime; serving on a jury in a murder trial.
2. Legal: A citizen should: a. Be knowledgeable about the law b. Obey the laws c. Respect the rights of others d. Understand the importance of law in a democratic society	American society is a society based on laws that protect and preserve fundamental HUMAN RIGHTS.	
3. The changing role of the citizen	As our perceptions of the role of government have CHANGED, the role of the citizens has also CHANGED.	Discuss the options open to people who disagree with a particular political solution to an issue.

II. CITIZENSHIP IN STATE AND LOCAL GOVERNMENT

Objective:

To understand the structure and function of our state and local governments

Content Outline:	Major Ideas:	Model Activities:
A. New York State 1. Constitution 2. Structure and function of State government today 3. New York's role in our Federal system 4. Effects of State government on the citizen	The Constitution of New York State has evolved to meet the needs of the State's citizens. CHANGES in the role of government at the Federal level have greatly influenced the function and role of New York State government.	In small groups, students could examine a copy of the original New York State Constitution and a copy of the present State Constitution. Have students look for changes that have been made and discuss possible needs for these changes based on the entire course of study. Teachers may wish to consult the SED publication, Guide to Records in the New York State Archives, 1981. This book gives a brief history of the State government and its branches. It also lists the materials available in the State Archives.
B. Local Government 1. Structure and function a. County b. Town c. City d. Village e. School district 2. Roles within the State a. Home rule b. Agents for the State and Federal programs	The POWER exercised by local government is influenced by both the Federal and State governments. CHANGE is an ongoing phenomenon that will affect every aspect of life in the United States, New York and the local community.	Divide the class into small groups. Have each group research one type of local government. Each group should report to the entire class, explaining such points as: - Function and purpose of this unit of government - Officials' names and duties - Services provided to people - Sources of funding - Special powers - Impact on daily lives of students - How a government meeting operates

Content Outline:	Major Ideas:	Model Activities:
3. Effects of local governments on the citizen, i.e.: a. Education b. Taxes c. Utilities d. Laws/courts e. Streets/roads f. Social services g. Zoning h. Police and fire protection i. Recreation and cultural activities	Local government affects the daily lives of **citizens** in many ways.	Have students examine the organization and authority of local political bodies. Small groups of students might select a local issue and examine it in depth. If possible, call on local political leaders, newspaper reporters and other interested individuals to visit the class and describe their roles in this issue. Discuss the question of what establishes the formal and informal rules of the local community. Draw upon the opinions of local community residents as well as the conclusions drawn by the textbook. Have community values changed over the course of the past few decades? If so, what are the major changes adults identify? What changes have students seen during their own lives? Select several students to review past issues of major news magazines. These publications often use their covers to highlight what they view as major cultural changes. Most of New York's larger cities have experienced major problems and so have a number of its smaller ones. Study any one of those cities and how it has coped with any one or more of these difficulties.

III. COMPARATIVE CITIZENSHIP

Objective:

To encourage students to see the common interests and concerns we share with other citizens of the hemisphere and the world

Content Outline:	Major Ideas:	Model Activities:
A. Our Relation to Citizens in 1. Canada 2. Mexico	POLITICAL SYSTEMS and the **rights** of **citizens** in other parts of the hemisphere are similar to and different from the American system.	The syllabus and resource guide, Canadian Studies for Elementary and Junior High School Teachers (published by SED and the Center for the Study of Canada, SUC at Plattsburgh), is an excellent resource to use to deal with this topic. See "Module V: The Political Perspective - How Canadians Meet Political Needs," for usable content and skill development activities and materials.
B. Global Citizenship 1. Role of interdependence in the world today 2. Concern for universal a. Peace b. Justice c. Equality d. Cooperation to end suffering and starvation e. Human Rights	As citizens of the world, we also have responsibilities toward all other people.	The class should discuss reasons why we should be concerned with issues that relate to people in other countries. - Make a list of natural resources needed by New York industries and plot their origins on a map of the world. Discuss the implications. - Analyze the issue of famine in Africa and actions taken to help alleviate the suffering.

Unit Summary Activities:

1. The class might hold an election for an office in local government. Divide the students into a manageable number of parties. Have the parties select their candidates and develop a platform to address the concerns of the local community. Allow them to "advertise" their candidate and speak to the class as a whole. Conduct an election with the use of a real voting machine if possible. Afterwards, conduct a discussion of what the class has learned from these experiences.

2. Encourage the students to go to the office of a candidate or a current office holder and volunteer to serve in the next election campaign. Have the students keep a diary or log of their experiences and their feeling about the election process.

3. The class might arrange, prepare questions for and conduct an interview with a government official. The interview should be aimed at exploring the connections among Federal, State and local governments. The students should attempt to discover the official's views of government's role in helping people to enjoy a good, safe and productive life.

APPENDIX A:

STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the

student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided

the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.